



# Sexual Health Education Standards Comparison

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This report was prepared by Relevant Strategies LLC, in partnership with the Office of Superintendent of Public Instruction Teaching and Learning Department.



# Table of Contents

|             |  |    |
|-------------|--|----|
| 1           | Executive Summary .....  | 1  |
| 1.1         | Introduction.....  | 1  |
| 1.2         | Overview of Standards Sets .....   | 2  |
| 1.2.1       | National Sexuality Education Standards .....                                     | 2  |
| 1.2.2       | Washington Guidelines for Sexual Health Information and Disease Prevention ..... | 3  |
| 1.2.3       | Washington State K-12 Health and Fitness Learning Standards .....                | 4  |
| 1.2.4       | Common Core State Standards for English Language Arts .....                      | 4  |
| 1.3         | Process and General Findings Overview .....                                      | 5  |
| 2           | Standards Comparison Process .....   | 7  |
| 3           | Findings and Comparisons.....  | 9  |
| 3.1         | Overall Summary .....  | 9  |
| 3.2         | Washington Guidelines for Sexual Health Information and Disease Prevention ..... | 9  |
| 3.2.1       | General Observations .....   | 9  |
| 3.2.2       | Detailed Findings.....   | 13 |
| 3.3         | Washington State K-12 Health and Fitness Learning Standards.....                 | 19 |
| 3.3.1       | General Observations .....   | 19 |
| 3.3.2       | Detailed Findings.....   | 20 |
| 3.4         | Common Core State Standards for English Language Arts .....                      | 21 |
| 3.4.1       | General Observations .....   | 21 |
| 3.4.2       | Sample Lessons .....   | 21 |
| 4           | Grade 6-8 ELA Connections .....  | 25 |
| 5           | Grade 9-12 ELA Connections .....   | 35 |
| 6           | Data Analysis Approach .....   | 50 |
| 6.1         | Data Collection .....  | 50 |
| 6.2         | Exploratory Data Analysis.....   | 51 |
| Appendix A. | Washington Guidelines for Sexual Health Information and Disease Prevention       | 52 |
| Appendix B. | National Sexuality Education Standards .....                                     | 54 |
| Appendix C. | Washington State K-12 Health & Fitness Learning Standards .....                  | 60 |
| Appendix D. | Selected Common Core ELA Standards.....  | 65 |
| Appendix E. | Acknowledgements .....   | 69 |



# 1 Executive Summary

## 1.1 Introduction

The purpose of this report is to compare four sets of student learning standards related to sexual health education. This report serves as a resource for K-12 educators and administrators and external sexual health education partners. The comparison review served many additional purposes, including to:

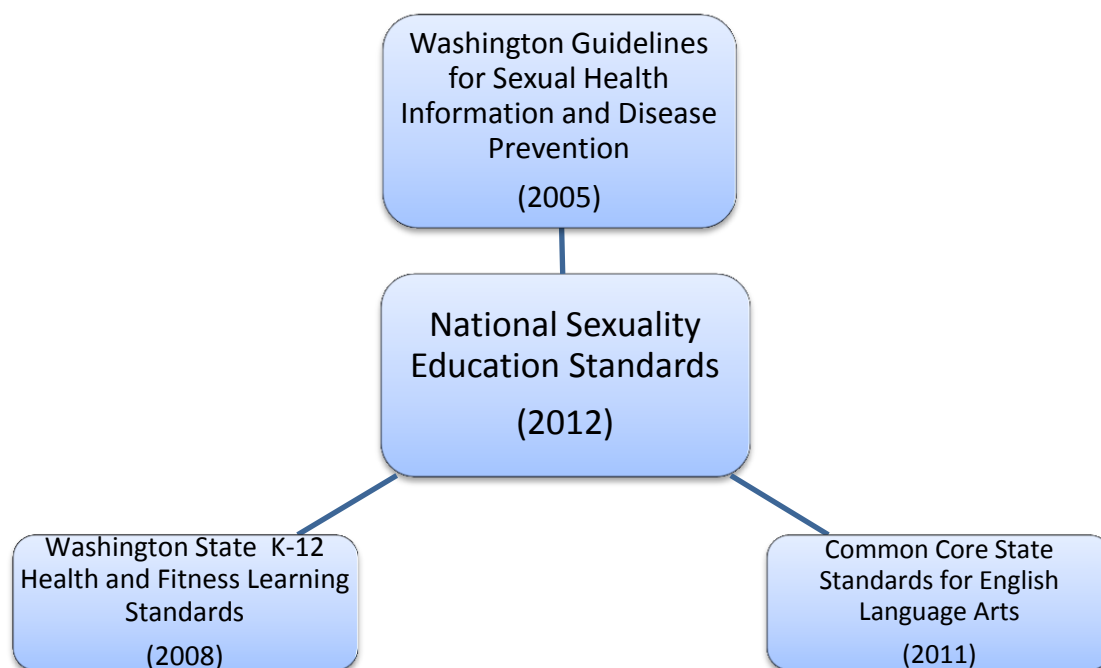
- Ensure that the 2005 Washington Guidelines for Sexual Health Information and Disease Prevention (WA Sexual Health Guidelines) are fully represented in the 2012 National Sexuality Education Standards (NSES);
- Show the relationship strength and overlap between the WA Sexual Health Guidelines and the NSES;
- Demonstrate that the age-appropriate NSES comprehensively covers the WA Sexual Health Guidelines and provides far more depth and clarity for educators than the broad guidelines offer;
- Identify the areas in which the NSES and Washington's 2008 K-12 Health and Fitness Learning Standards (HFS) overlap, and conversely, gaps in the HFS related to sexual health education;
- Identify areas where health educators can meet Common Core State Standards for English Language Arts (CCSS-ELA) while teaching sexual health education;
- Identify opportunities for English Language Arts (ELA) educators to address core sexual health education concepts and identify examples of opportunities for appropriate sexual health education topics to be covered in the CCSS-ELA courses and literacy in social studies/history, science and technical subjects (CCSS-ELA); and
- Identify opportunities for educators to increase academic rigor in sexual health education by incorporating CCSS-ELA standards into selected lessons and exercises.

Washington State requires that districts which offer sexual health education do so in a comprehensive manner. Historically, the state has used the 2005 WA Sexual Health Guidelines to identify comprehensive sexual health education curriculum. Because the WA Sexual Health Guidelines are a broad overview and offer little in terms of detailed grade-specific expectations, the Office of Superintendent of Public Instruction (OSPI) chose to utilize the 2012 NSES as the central focus for this comparison because they are the most comprehensive and detailed set of standards with regard to sexual health education, and they closely mirror the WA Sexual Health Guidelines. In short, this report demonstrates that the National Sexuality Education Standards can be used to fully meet state law regarding comprehensive sexual health education.

In July 2011, Washington State adopted the Common Core State Standards for English Language Arts. The CCSS-ELA standards can be used in many different content areas to strengthen students' critical thinking and communication skills. The comparison to the CCSS-ELA shows how the rigor of the CCSS-ELA can be integrated into other content areas, specifically sexual health education. This

report serves as a resource for educators who want to increase the rigor of their sexual health education classes by incorporating relevant CCSS-ELA standards into their lesson plans. The report contains sample lesson ideas or activities for many NSES standards that corresponded with selected CCSS-ELA standards. Educators who use this report will find that they can integrate selected CCSS-ELA standards while addressing sexual health education content.

Washington's 2008 K-12 Health and Fitness Learning Standards address at a very high level the requirement to identify healthy relationship behaviors and maintain sexual health throughout life, but have no detailed specifications. The comparison to the HFS is important because it shows how the state's health and fitness standards compare to the WA Sexual Health Guidelines and the NSES. The report provides additional guidance on how to implement relevant HFS grade level expectations, utilizing the more detailed NSES standards as appropriate.



## 1.2 Overview of Standards Sets

A description of each of the four standards sets follows.

### 1.2.1 National Sexuality Education Standards

In 2011, a number of national organizations including the American School Health Association, the American Association for Health Education, the National Education Association Health Information Network, and the Society of State Leaders of Health and Physical Education partnered with the Future of Sex Education Initiative<sup>1</sup> to develop the National Sexuality Education Standards (NSES).

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<sup>1</sup> The Future of Sex Education Initiative (FoSE) is a project of three national groups: Advocates for Youth, an organization dedicated to creating programs and advocating for policies that help young people make informed and responsible

The NSES contain minimum, essential sexuality core content and skills and provide clear expectations about what students should know and be able to do by the conclusion of certain grade levels. The NSES, which were published in January 2012, can be found at [www.futureofsexeducation.org](http://www.futureofsexeducation.org).

The goal of the NSES is to provide clear, consistent, and straightforward guidance on the essential minimum, core content for sexuality education that is age-appropriate for students in grades K–12.

There are seven core topics that frame the NSES:

**Anatomy and Physiology (AP)** provides a foundation for understanding basic human functioning.

**Puberty and Adolescent Development (PD)** addresses a pivotal milestone for every person that has an impact on physical, social and emotional development.

**Identity (ID)** addresses several fundamental aspects of people’s understanding of who they are.

**Pregnancy and Reproduction (PR)** addresses information about how pregnancy happens and decision-making to avoid a pregnancy.

**Sexually Transmitted Diseases and HIV (SH)** provides both content and skills for understanding and avoiding STDs and HIV, including how they are transmitted, their signs and symptoms and testing and treatment.

**Healthy Relationships (HR)** offers guidance to students on how to successfully navigate changing relationships among family, peers and partners. Special emphasis is given in the NSES to the increasing use and impact of technology within relationships.

**Personal Safety (PS)** emphasizes the need for a growing awareness, creation and maintenance of safe school environments for all students.

### 1.2.2 Washington Guidelines for Sexual Health Information and Disease Prevention

The 2005 WA Sexual Health Guidelines were developed by a group of educators and medical experts convened by the OSPI and the Washington State Department of Health (DOH) in response to a bipartisan request from 41 state legislators.

The 60th Washington State Legislature, 2007 Regular Session, enacted Engrossed Substitute Senate Bill 5297 into law as the Healthy Youth Act ([RCW 28A.300.475](http://leg.wa.gov/rcw/default.aspx?cite=28A.300.475)) with the intent to further support and advance the standards established in the 2005 WA Sexual Health Guidelines.

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decisions about their reproductive and sexual health; Answer, an organization based at Rutgers which promotes comprehensive sexuality education; and SIECUS, the Sexuality Information and Education Council of the United States.

The Healthy Youth Act specifies that public schools which provide sexual health education must ensure that it is medically and scientifically accurate, age appropriate, appropriate for students regardless of gender, race, disability status, or sexual orientation, and includes information about abstinence and other methods of preventing pregnancy and sexually transmitted diseases (STDs). Abstinence may not be taught to the exclusion of instruction on contraceptives and disease prevention. The state law also requires that districts and schools which provide sexual health education must ensure that it is consistent with the WA Sexual Health Guidelines.

By comparing the NSES to the WA Sexual Health Guidelines, this project shows that the detailed, measurable and age-appropriate standards in the NSES comprehensively cover the content outlined in the broader WA Sexual Health Guidelines.

See <http://www.k12.wa.us/HIVSexualhealth/Healthyyouthact.aspx> for more information about the Healthy Youth Act, and <http://www.k12.wa.us/HIVSexualhealth/pubdocs/SexEdGuidelines011005.pdf> for more information about the WA Sexual Health Guidelines.

### **1.2.3 Washington State K-12 Health and Fitness Learning Standards**

Strong health and fitness education teaches our students that good health and safety principles can lead to a lifetime of healthy practices, resulting in more productive, active, and successful lives.

The 2008 Washington State K-12 Health and Fitness Learning Standards (HFS) describe what students should know and be able to do. They establish the concepts and skills necessary for safe and healthy living, and in turn, for successful learning.

Within the entirety of the set of HFS, several address sexual health concepts including topics such as “understanding how to maintain sexual health throughout life” (Grade Level Expectation 2.2.2 for grades 4-12), and the importance of building healthy relationships. These have natural correspondence to the WA Sexual Health Guidelines and the NSES. The report and provides linkages to health educators seeking specific age-appropriate information to help teach the relevant health and fitness standards.

See <http://k12.wa.us/HealthFitness/default.aspx> for more information.

### **1.2.4 Common Core State Standards for English Language Arts**

The Common Core State Standards for English Language Arts (CCSS-ELA) provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. The CCSS were finalized in summer 2010. To date, 45 states, the District of Columbia and four US territories have adopted the standards. Washington adopted the CCSS in July 2011.

The CCSS-ELA set expectations for student learning not only for foundational English language arts skills and knowledge, but also for building literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a



variety of content areas, so too must they demonstrate literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the grades 6–12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas, but rather to supplement them and support access to the content so students can build knowledge.

These rigorous standards articulate high expectations in literacy for students that can apply to any content area, ranging from close reading and constructing effective arguments to support their conclusions, to identifying a speaker’s key points and elaborating on these ideas in group settings, to constructing and testing hypotheses and strategically choosing and implementing procedures to solve problems.

By comparing the NSES to the CCSS-ELA, this project provides examples and linkages for health educators and students to increase academic rigor while reading, writing, speaking and listening about sexual health, as well as examples for ELA teachers to use when teaching about reading informational or nonfiction texts.

See <http://www.k12.wa.us/CoreStandards/elastandards/default.aspx> or <http://www.corestandards.org/> for more information.

### **1.3 Process and General Findings Overview**

In partnership with Relevant Strategies, OSPI convened two different review groups consisting of health educators and curriculum specialists to review and compare the standards sets. The first review group compared the NSES to the WA Sexual Health Guidelines and the HFS. The second review group focused on identifying which CCSS-ELA standards relate to specific NSES items, and then identified lessons or activities that would meet the intent of the related standards from both the NSES and CCSS-ELA. See *Section 1.2 Overview of Standards Sets* for a complete description of all the referenced standard sets.

Initially, strong alignment was expected between the WA Sexual Health Guidelines and the NSES. Both have comprehensive coverage, although the WA Sexual Health Guidelines lack age-appropriate distinctions and the NSES includes age-appropriate standards definitions. The analysis confirmed this initial hypothesis of a strong overlap between the two.

A primary difference, however is regarding specificity. While the WA Sexual Health Guidelines are comprehensive, they are at best broad guidance about what constitutes a comprehensive sexual health education program. They do not provide specific age-appropriate guidance, or examples like the NSES. They are not scaffolded or sequenced to build upon prior learning like most standards sets. Some health educators report difficulty in determining whether they have sufficiently covered the content within the WA Sexual Health Guidelines required by the Healthy Youth Act. The

reviewers agreed that health educators in Washington state can reliably use the NSES, with its detailed standards descriptions and age-appropriate guidance, and be assured that they are meeting the law with regard to covering all the WA Sexual Health Guidelines.

Limited alignment was expected between Washington's HFS and the NSES. The HFS have some content related to healthy relationships, but do not comprehensively cover sexual health education. Instead, in several instances the HFS simply provide a general reference to the WA Sexual Health Guidelines. The review confirmed this limited alignment.

The comparison of the NSES with the CCSS-ELA had a different purpose. Rather than determine the overlap or alignment between the standards sets, the intent of the second review was to identify ways to incorporate the academic rigor embedded in the CCSS-ELA when teaching sexual health education, and ideas for how educators might create content-specific lessons and activities focused on sexual health education that could be used when teaching English language arts using relevant non-fiction and informational texts.

Overall, the work described in this report provides is intended as a resource to health educators and curriculum directors by showing that the more detailed NSES provide comprehensive coverage of the WA Sexual Health Guidelines. The NSES can be used to develop a comprehensive curriculum across all grades, and educators can be confident that they are providing age-appropriate and specific content that is building upon knowledge gained in previous grades.

## 2 Standards Comparison Process

This process was modeled after other alignment projects conducted by OSPI. Health specialists, educators and curriculum specialists with expertise in health education, sexual health education and common core state standards were recruited to review the standards sets.

Two separate full-day review sessions with different groups were scheduled. The first involved eight reviewers and compared the NSES to both the WA Sexual Health Guidelines and the HFS. The second review group focused on a process identifying how to integrate the CCSS-ELA and the NSES.

The review groups received training in the process for comparing standards sets. The training covered an overview of the organization and taxonomy of the standards sets, guidance on what a strong, medium or weak relationship constituted, and group and individual guided exercises to identify and assess relationships between the standards sets.

Using a form that listed all the NSES items for grade ranges K-2, 3-5, 6-8 and 9-12, reviewers compared the NSES item first to the WA Sexual Health Guidelines, and identified zero, one or more guidelines that related to the specific NSES item. Reviewers noted whether the relationship was strong, medium or weak. Next, they reviewed the HFS, identified one or more that were related to the NSES item, identified the grades for which the HFS applied, and rated the strength of the relationship.

| 6-8<br>P. 1 of 9  |                             | Sexuality Education Standards Alignment |                      |   |   |   |                  | Reviewer ID: 143 |
|---|-----------------------------|---|----------------------|---|---|---|------------------|------------------|
|   |                             |   |                      |   |   |   |                  | Date: 11/8/12    |
| National Standards Core Concepts  | State Guideline Correlation | Strength (S/M/W)                        | Health & Fitness GLE | 6 | 7 | 8 | Strength (S/M/W) | Notes            |
| AP.8.CC.1<br>Describe male and female sexual and reproductive systems including body parts and their functions      | 4.2                         | S                                       | 2.2.1                | ✓ | ✓ | ✓ | M                |                  |
| AP.8.AI.1<br>Identify accurate and credible sources of information about sexual health                              | 1.1<br>1.2                  | S<br>S                                  | 2.2.2                | ✓ | ✓ | ✓ | W                |                  |
| PD.8.CC.1<br>Describe the physical, social, cognitive and emotional changes of adolescence                          | 4.2                         | S                                       | 2.2.2                | ✓ | ✓ | ✓ | W                |                  |
| PD.8.INF.1<br>Analyze how friends, family, media, society and culture can influence self-concept and body image     | 3.4                         | S                                       | 3.1.1                | ✓ | ✓ | ✓ | W                |                  |
| PD.8.AI.1<br>Identify medically accurate sources of information about puberty, adolescent development and sexuality | 4.1                         | S                                       | <del>X</del>         |   |   |   |                  |                  |

The second review compared the NSES with the CCSS-ELA. Reviewers worked in pairs that included one health and fitness educator and one ELA specialist. The group of ten reviewers received training in navigating both sets of standards, understanding the depth of knowledge reference in specific

standards, identifying potential relationships between individual standards in the standards sets, and documenting an example lesson idea or activity that would meet both the NSES and related CCSS-ELA standard pair.

The purpose of this comparison process was to provide sample lesson topics or activities for many NSES standards that corresponded with selected CCSS-ELA standards. Educators who use this report will find that they can integrate the CCSS-ELA standards while addressing sexual health education content.

It is particularly important to note that for every sexuality education standard reviewed, there were many ELA standards that could be related. Reviewers were asked to select a single match, and develop a lesson idea or activity that met both. Consequently, many relationships exist that were not documented. Educators may wish to apply their own analysis and select other ELA standards that relate to specific sexuality education standards, and develop lessons or activities that meet both.

## 3 Findings and Comparisons

### 3.1 Overall Summary

The comparison of the NSES to the WA Sexual Health Guidelines showed the strongest relationships between these two standards sets. This was expected, because both are intended to provide comprehensive coverage of sexual health education. Health educators in Washington State can be assured that using the NSES as a framework for their sexuality education courses meets the requirements of the Healthy Youth Act and that the NSES match the comprehensive coverage of the WA Sexual Health Guidelines.

The HFS comparison showed linkages to the NSES, but in general was much weaker. This too was expected, because the HFS cover physical exercise, nutrition, and wellbeing. Sexual health is either mentioned in a very broad context, e.g. *2.2.2: Understands how to maintain sexual health throughout life*, or inferred from other Grade Level Expectations (GLEs) involving healthy relationships with others.

The purpose of the comparison to the CCSS-ELA was not to identify areas of subject matter overlap, but instead to identify ways that the academic rigor embedded in the CCSS-ELA could be brought to health education classes, when reading, writing, listening, or speaking about sexual health education, and to provide examples of how sexual health education could be addressed by ELA teachers while addressing reading informational and/or nonfiction texts.

### 3.2 Washington Guidelines for Sexual Health Information and Disease Prevention

#### 3.2.1 General Observations

Several foundational questions were addressed by the review committee when assessing the relationship between the NSES and the WA Sexual Health Guidelines. The following questions and responses should assist educators in navigating the different sets of standards while also attending to the requirements of the Healthy Youth Act.

#### **Can Washington health educators use the NSES framework to meet the requirements in the Healthy Youth Act?**

The answer is yes. Results from this project show that the NSES cover all the WA Sexual Health Guidelines and thus meets the requirement for providing *comprehensive* sexual health education (if sexual health education is offered), as defined in the Healthy Youth Act.

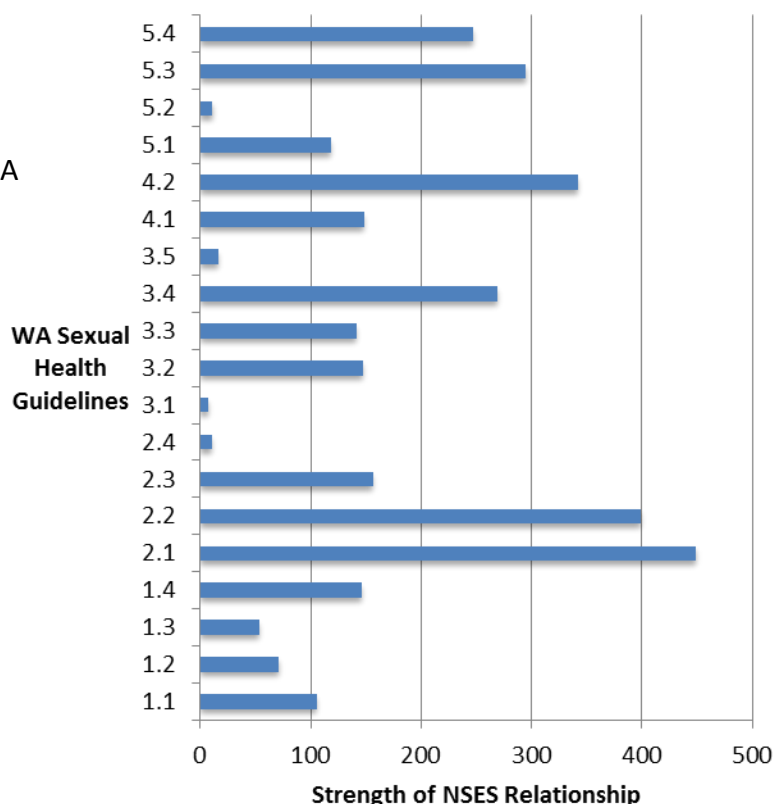
### Do the NSES comprehensively cover the WA Sexual Health Guidelines?

Yes. As shown in the chart, all of the WA Sexual Health Guidelines have some level of coverage in the NSES.

### Do the NSES extend significantly beyond the WA Sexual Health Guidelines?

No. There are only two NSES items for which reviewers failed to identify a relationship within the WA Sexual Health Guidelines. Both are in the K-2 standards, and are shown below.

- HR.2.CC.1 Describe strategies to use social media safely, legally and respectfully*
- ID.2.CC.1 Explain how to promote safety, respect, awareness and acceptance*



When the WA Sexual Health Guidelines were developed, the impact of social media was very limited, and was not fully addressed. The second NSES item, *Explain how to promote safety, respect, awareness and acceptance*, seems to be related to *Guideline 2.3 – Promote healthy self-esteem, positive body image, good self-care, respect for others*. The lack of relationship may be explained by the fact that only 5 of the 8 reviewers finished the K-2 review, and that the relationship between the two standards is somewhat weak.

### Are there areas where the relationship between the two standards sets is less than expected?

Yes. A few of the WA Sexual Health Guidelines appear to show minimal coverage. They include:

- 2.4 Teach youth that learning about sexuality is a lifelong process as the needs and circumstances of an individual change.
- 3.1 Are age and culturally appropriate.
- 3.5 Encourage community support and reinforcement of key messages by other adults and information sources.
- 5.2 Acknowledge that people may choose to abstain from sexual activity at various points in their lives.

Guidelines 2.4 and 3.1 are related to age and learning over time. While there are no specific standards within the NSES that match these exactly, the entire structure of the NSES unfolds over time, with kindergarteners learning about healthy relationships, middle school students

learning about puberty, bullying and harassment, and high school students learning about pregnancy prevention.

Guideline 3.5 encourages community support and reinforcement of key messages. Reviewers identified several NSES items which relate to this guideline, including:

- Demonstrate how to access valid information and resources to help deal with relationships
- Advocate for school policies and programs that promote dignity and respect for all
- Develop a plan to promote dignity and respect for all people in the school community
- Analyze influences that may have an impact on deciding whether or when to engage in sexual behaviors
- Examine how alcohol and other substances, friends, family, media, society and culture influence decisions about engaging in sexual behaviors
- Demonstrate effective ways to communicate with trusted adults about bullying, harassment, abuse or assault

The low strength score for Guideline 5.2 may initially lead a casual observer to believe that abstinence is not sufficiently addressed in the NSES. This is not true. There are nine standards across middle and high school which address abstinence, in the context of pregnancy prevention, health benefits, effective communication, negotiation and decision-making, and STD/HIV prevention. The low score for 5.2 is more likely tied to the specificity of this guideline, in comparison to the other more broadly based guidelines. While the NSES discuss abstinence in many contexts across middle and high school, it does not specifically address abstinence *at various points throughout* their lives.

### **Which areas have a very strong overlap or relationship?**

The top ten percent of the NSES that scored the highest overall consolidated strength score when compared to the WA Sexual Health Guidelines are:

- |            |  |
|------------|--|
| SH.12.CC.2 | Evaluate the effectiveness of abstinence, condoms and other safer sex methods in preventing the spread of STDs, including HIV    |
| PR.12.AI.1 | Access medically accurate information about contraceptive methods, including abstinence and condoms                              |
| PD.8.AI.1  | Identify medically accurate sources of information about puberty, adolescent development and sexuality                           |
| AP.2.CC.1  | Use proper names for body parts, including male and female anatomy   |
| PR.8.CC.3  | Explain the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence and condoms |
| SH.5.CC.1  | Define HIV and identify some age appropriate methods of transmission, as well as ways to prevent transmission                    |
| SH.8.SM.1  | Describe the steps to using a condom correctly   |

PR.12.CC.1 Compare and contrast the advantages and disadvantages of abstinence and other contraceptive methods, including condoms

The top five WA Sexual Health Guidelines that scored the highest overall consolidated strength score in comparison to the NSES are:

- 2.1 Promote the development of intrapersonal and interpersonal skills including a sense of dignity and self-worth and the communication, decision-making, assertiveness and refusal skills necessary to reduce health risks and choose healthy behaviors.
- 2.2 Encourage young people to develop and maintain healthy, respectful and meaningful relationships and avoid exploitative or manipulative relationships.
- 4.2 Provide information about sexual anatomy and physiology and the stages, patterns, and responsibilities associated with growth and development.
- 5.3 Provide accurate information about STDs including how STDs are and are not transmitted and the effectiveness of all FDA approved methods of reducing the risk of contracting STDs.
- 3.4 Address the impact of media and peer messages on thoughts, feelings, cultural norms and behaviors related to sexuality as well as address social pressures related to sexual behaviors.

**Are there areas where health educators in Washington State might consider supplementing their NSES-based curriculum?**

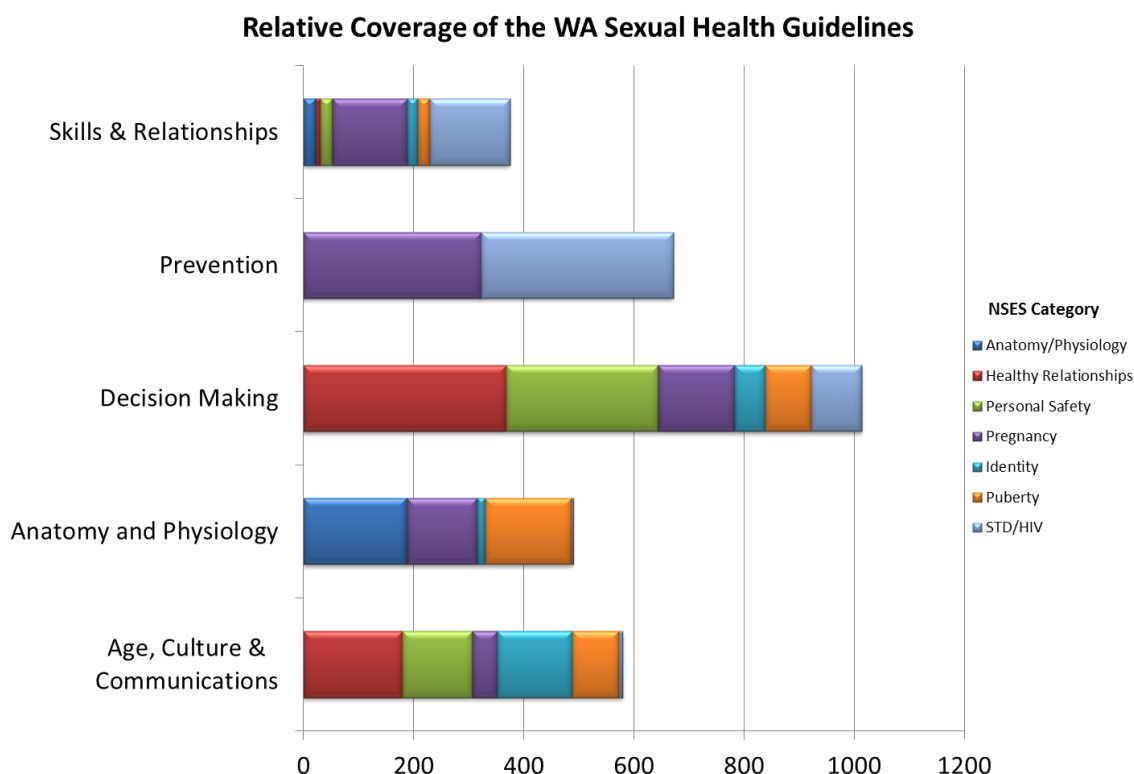
The WA Sexual Health Guidelines emphasize community support<sup>2</sup>, and the NSES have limited references to local resources. A natural area to supplement an NSES-based curriculum would be to identify and provide information about local culturally-appropriate community resources available to students.

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<sup>2</sup> Guideline 3.5 – Encourage community support and reinforcement of key messages by other adults and information sources.



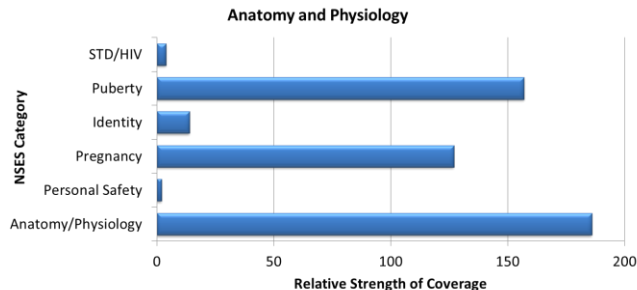
### 3.2.2 Detailed Findings



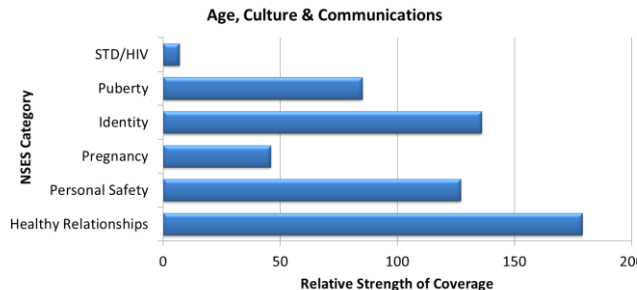
**Figure 1. Coverage of the WA Sexual Health Guidelines by NSES category.**

Figure 1 shows how the major categories of the WA Sexual Health Guidelines (on the vertical axis) are covered within the categories of the NSES (represented by the stacked bars and legend). For example, the Guideline category “Anatomy and Physiology” is covered primarily by three major categories within the NSES, including AP, Pregnancy, and Puberty.

Figures 2-6 show a more detailed view of which of the NSES categories provides coverage for the WA Sexual Health Guidelines categories. For example in Figure 2, most of the coverage for the Guideline category of Anatomy and Physiology comes from the three NSES categories Anatomy/Physiology, Pregnancy and Puberty.



**Figure 2. Most of the Anatomy & Physiology coverage from the WA Sexual Health Guidelines comes from three areas of the NSES – Puberty, Pregnancy and A/P.**



**Figure 3. Coverage of Age, Culture and Communications comes from many areas of the NSES, due primarily to the emphasis on communications within the NSES.**

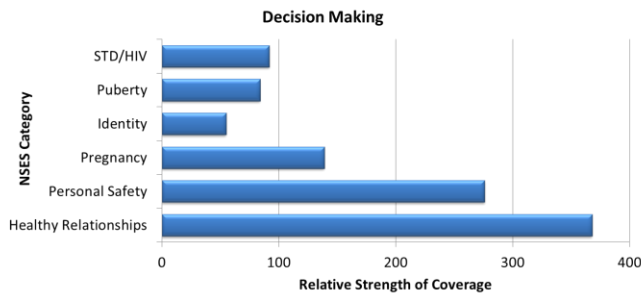


Figure 4. Decision making is emphasized across most areas of the NSES.

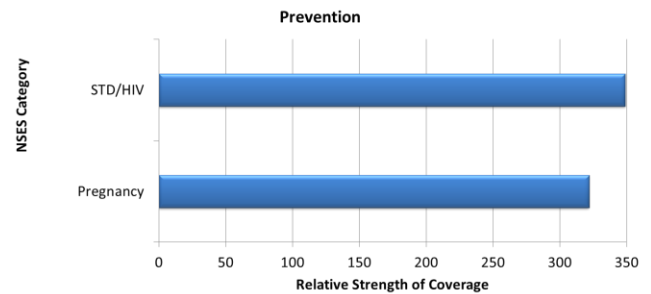


Figure 5. Prevention is tightly focused in two areas of the NSES: STD/HIV and Pregnancy.

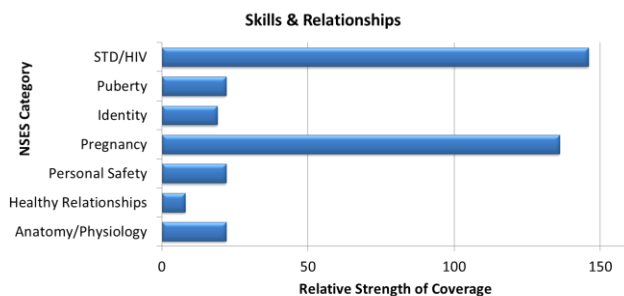


Figure 6. Skills and Relationships are covered across most NSES categories, but dominate in two areas.





































































|            | WA Sexual Health Guideline  |   |   |   |   |   |   |   |   |  |
|------------|---|---|---|---|---|---|---|---|---|--|
| NSES       | 2.1   | 2.2   | 2.3   | 3.1   | 3.2   | 3.3   | 3.4   | 4.1   | 4.2   |  |
| AP.2.CC.1  |   |   |   |   |   |   |   |   |   |  |
| HR.2.CC.1  |   |   |   |   |   |   |   |   |   |  |
| HR.2.CC.2  |   |   |   |   |   |   |   |   |   |  |
| HR.2.IC.1  |   |   |   |   |   |   |   |   |   |  |
| HR.2.IC.2  |   |   |   |   |   |   |   |   |   |  |
| ID.2.CC.1  |   |   |   |   |   |   |   |   |   |  |
| ID.2.INF.1 |   |   |   |   |   |   |   |   |   |  |
| PR.2.CC.1  |   |   |   |   |   |   |   |   |   |  |
| PS.2.AI.1  |   |   |   |   |   |   |   |   |   |  |
| PS.2.AI.2  |   |   |   |   |   |   |   |   |   |  |
| PS.2.CC.1  |   |   |   |   |   |   |   |   |   |  |
| PS.2.CC.2  |   |   |   |   |   |   |   |   |   |  |
| PS.2.CC.3  |   |   |   |   |   |   |   |   |   |  |
| PS.2.IC.1  |   |   |   |   |   |   |   |   |   |  |
| PS.2.IC.2  |   |   |   |   |   |   |   |   |   |  |
| PS.2.SM.1  |   |   |   |   |   |   |   |   |   |  |

Figure 7. Relative Strength of Coverage of the WA Sexual Health Guidelines by NSES for Grades K-2.

## Legend Key

### WA Sexual Health Guidelines

- Skills and Relationships
- Decision Making
- Age, Culture & Comm
- Anatomy & Physiology
- Prevention

### NSES

- AP • Anatomy & Physiology
- PD • Puberty and Adolescent Dev
- ID • Identity
- PR • Pregnancy & Reproduction
- SH • STD and HIV
- HR • Healthy Relationships
- PS • Personal Safety

Figure 7 shows in detail how at the K-2 level, the WA Sexual Health Guidelines are covered by the K-2 NSES. Note that several of the WA Sexual Health Guidelines, including for instance those related to pregnancy prevention, are not addressed in the NSES for grades K-2. Rather, they are introduced

later, demonstrating the age-appropriate detail embedded in the NSES. As another example, Guideline 2.1, which promotes the development of intrapersonal and interpersonal skills to reduce health risks, shows up extensively in the Personal Safety category of the NSES for K-2.

| NSES       | WA Sexual Health Guideline |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
|------------|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
|            | 1.1                        | 1.2 | 2.1 | 2.2 | 2.3 | 2.4 | 3.1 | 3.2 | 3.3 | 3.4 | 4.1 | 4.2 | 5.1 | 5.2 | 5.3 |
| AP.5.AI.1  |                            |     |     |     |     |     |     |     |     |     | ■ ■ | ■ ■ |     |     |     |
| AP.5.CC.1  |                            |     |     |     |     |     |     |     |     |     | ■ ■ | ■ ■ |     |     |     |
| HR.5.AI.1  |                            |     |     |     |     |     |     | ■ ■ |     |     |     |     |     |     |     |
| HR.5.CC.1  |                            |     |     | ■ ■ |     |     |     |     |     |     |     |     |     |     |     |
| HR.5.IC.1  |                            |     | ■ ■ | ■ ■ |     |     |     | ■ ■ | ■ ■ |     |     |     |     |     |     |
| HR.5.INF.1 |                            |     |     | ■ ■ | ■ ■ |     |     |     |     | ■ ■ |     |     |     |     |     |
| HR.5.SM.1  |                            |     |     | ■ ■ | ■ ■ |     |     |     | ■ ■ |     |     |     |     |     |     |
| ID.5.ADV.1 |                            |     |     |     | ■ ■ |     |     |     | ■ ■ | ■ ■ |     |     |     |     |     |
| ID.5.AI.1  | ■ ■                        |     |     |     |     |     |     | ■ ■ |     |     |     |     |     |     |     |
| ID.5.CC.1  |                            |     |     |     |     |     | ■ ■ |     | ■ ■ |     | ■ ■ |     |     |     |     |
| ID.5.SM.1  |                            |     |     |     | ■ ■ |     |     |     | ■ ■ |     |     |     |     |     |     |
| PD.5.AI.1  | ■ ■                        | ■ ■ |     |     | ■ ■ |     |     |     |     |     | ■ ■ | ■ ■ |     |     |     |
| PD.5.AI.2  |                            |     |     |     |     |     |     | ■ ■ |     |     |     |     |     |     |     |
| PD.5.CC.1  |                            |     |     |     |     | ■ ■ |     |     |     | ■ ■ | ■ ■ | ■ ■ |     |     |     |
| PD.5.CC.2  |                            |     |     |     |     |     |     |     |     |     | ■ ■ | ■ ■ |     |     |     |
| PD.5.CC.3  |                            |     |     |     |     |     |     |     |     |     |     | ■ ■ |     |     |     |
| PD.5.INF.1 | ■ ■                        |     |     |     | ■ ■ |     |     | ■ ■ |     | ■ ■ |     |     |     |     |     |
| PD.5.SM.1  |                            |     |     |     | ■ ■ |     |     | ■ ■ |     |     |     | ■ ■ |     |     |     |
| PR.5.CC.1  |                            |     |     |     |     |     |     |     |     |     | ■ ■ | ■ ■ |     |     |     |
| PS.5.ADV.1 |                            |     | ■ ■ |     | ■ ■ |     |     |     |     |     |     |     |     |     |     |
| PS.5.AI.1  |                            |     |     |     |     |     |     | ■ ■ |     |     |     |     |     |     |     |
| PS.5.AI.2  |                            |     |     |     |     |     |     | ■ ■ |     |     |     |     |     |     |     |
| PS.5.CC.1  |                            |     | ■ ■ | ■ ■ | ■ ■ |     |     |     | ■ ■ |     |     |     |     |     |     |
| PS.5.CC.2  |                            |     |     | ■ ■ | ■ ■ |     |     |     |     |     |     | ■ ■ |     |     |     |
| PS.5.IC.1  |                            |     | ■ ■ |     |     |     |     | ■ ■ |     |     |     |     |     |     |     |
| PS.5.IC.2  |                            |     | ■ ■ | ■ ■ |     |     |     |     |     |     |     |     |     |     |     |
| PS.5.INF.1 |                            |     | ■ ■ | ■ ■ | ■ ■ |     |     |     | ■ ■ |     |     |     |     |     |     |
| PS.5.SM.1  |                            |     | ■ ■ | ■ ■ |     |     |     | ■ ■ |     |     |     |     |     |     |     |
| SH.5.CC.1  |                            |     |     |     |     |     |     |     |     |     |     |     | ■ ■ | ■ ■ | ■ ■ |

Figure 8. Relative Strength of Coverage of the WA Sexual Health Guidelines by NSES for Grades 3-5.

In Grades 3-5, there are clusters of emphasis, including Decision Making and Anatomy and Physiology, which have strong coverage in several areas of the NSES.

| NSES       | WA Sexual Health Guideline |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
|------------|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|
|            | 1.1                        | 1.2 | 1.3 | 1.4 | 2.1 | 2.2 | 2.3 | 2.4 | 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | 4.1 | 4.2 | 5.1 | 5.2 | 5.3 | 5.4 |  |
| AP.8.AI.1  |                            |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| AP.8.CC.1  |                            |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| HR.8.CC.1  |                            |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| HR.8.CC.2  |                            |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| HR.8.CC.3  |                            |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| HR.8.CC.4  |                            |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| HR.8.CC.5  |                            |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| HR.8.GS.1  |                            |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| HR.8.IC.1  |                            |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| HR.8.IC.2  |                            |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| HR.8.IC.3  |                            |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| HR.8.INF.1 |                            |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| HR.8.INF.2 |                            |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| HR.8.SM.1  |                            |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| HR.8.SM.2  |                            |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| ID.8.ADV.1 |                            |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| ID.8.AI.1  |                            |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| ID.8.CC.1  |                            |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| ID.8.CC.2  |                            |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| ID.8.IC.1  |                            |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| ID.8.INF.1 |                            |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| PD.8.AI.1  |                            |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| PD.8.CC.1  |                            |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| PD.8.DM.1  |                            |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| PD.8.INF.1 |                            |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |

Figure 9. Relative Strength of Coverage of the WA Sexual Health Guidelines by NSES for Grades 6-8. (Part 1)

In Grades 6-8, the NSES provide broad coverage across all the major areas of the WA Sexual Health Guidelines. (See the 2<sup>nd</sup> part of the chart on the next page for complete coverage.)

| NSES       | WA Sexual Health Guideline |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
|------------|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
|            | 1.1                        | 1.2 | 1.3 | 1.4 | 2.1 | 2.2 | 2.3 | 2.4 | 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | 4.1 | 4.2 | 5.1 | 5.2 | 5.3 | 5.4 |
| PR.8.AI.1  | ■                          |     | ■   | ■   |     |     |     |     |     |     |     |     |     | ■   |     |     |     |     | ■   |
| PR.8.AI.2  |                            |     | ■   | ■   |     |     |     |     |     |     |     |     |     | ■   |     |     |     |     | ■   |
| PR.8.AI.3  | ■                          |     | ■   | ■   |     |     |     |     |     |     |     |     |     | ■   |     |     |     |     |     |
| PR.8.CC.1  |                            |     |     |     |     |     |     | ■   |     |     |     |     |     | ■   | ■   | ■   | ■   |     |     |
| PR.8.CC.2  |                            |     |     |     |     |     |     |     |     |     |     |     |     |     | ■   | ■   | ■   |     |     |
| PR.8.CC.3  |                            |     |     |     |     |     |     |     |     |     |     |     |     |     |     | ■   |     | ■   | ■   |
| PR.8.CC.4  |                            |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | ■   | ■   |
| PR.8.CC.5  |                            |     |     |     |     |     |     |     |     |     |     |     |     |     | ■   |     |     |     |     |
| PR.8.CC.6  | ■                          | ■   |     | ■   |     |     |     |     |     |     |     |     |     |     | ■   |     |     |     |     |
| PR.8.DM.1  |                            |     |     |     | ■   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| PR.8.IC.1  |                            |     |     |     | ■   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| PR.8.IC.2  |                            |     |     |     | ■   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| PR.8.INF.1 |                            |     |     |     | ■   |     |     |     |     |     |     | ■   | ■   |     |     |     |     |     |     |
| PR.8.SM.1  |                            | ■   |     |     |     |     |     |     |     |     |     |     |     | ■   |     |     |     | ■   | ■   |
| PS.8.ADV.1 |                            |     |     |     | ■   |     | ■   |     |     |     | ■   |     |     |     |     |     |     |     |     |
| PS.8.AI.1  | ■                          |     |     |     |     |     |     |     |     | ■   |     |     |     |     |     |     |     |     |     |
| PS.8.CC.1  |                            |     |     |     | ■   | ■   |     |     |     |     | ■   |     |     |     |     |     |     |     |     |
| PS.8.CC.2  |                            |     |     |     | ■   | ■   | ■   |     |     |     | ■   |     |     |     |     |     |     |     |     |
| PS.8.CC.3  |                            |     |     |     |     | ■   |     |     |     |     |     |     |     |     |     |     |     |     |     |
| PS.8.CC.4  |                            |     |     |     |     | ■   |     |     |     |     |     |     |     |     |     |     |     |     |     |
| PS.8.IC.1  |                            |     |     |     |     |     |     |     |     | ■   |     |     |     |     |     |     |     |     |     |
| PS.8.SM.1  |                            |     |     |     | ■   | ■   | ■   |     |     |     | ■   |     |     |     |     |     |     |     |     |
| PS.8.SM.2  |                            |     |     |     | ■   | ■   | ■   |     |     |     | ■   |     |     |     |     |     |     |     |     |
| SH.8.AI.1  | ■                          | ■   |     | ■   |     |     |     |     |     |     |     |     |     | ■   |     |     |     | ■   |     |
| SH.8.AI.2  |                            |     | ■   | ■   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| SH.8.CC.1  |                            |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | ■   |     |
| SH.8.CC.2  |                            | ■   |     |     |     |     |     |     |     |     |     |     |     |     |     | ■   |     | ■   |     |
| SH.8.CC.3  |                            |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | ■   |     |
| SH.8.GS.1  |                            | ■   |     |     | ■   | ■   | ■   | ■   |     |     |     |     |     |     |     |     |     |     |     |
| SH.8.IC.1  |                            |     |     |     | ■   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| SH.8.INF.1 |                            | ■   |     |     | ■   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| SH.8.SM.1  |                            | ■   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | ■   | ■   |

Figure 10. Relative Strength of Coverage of the WA Sexual Health Guidelines by NSES for Grades 6-8. (Part 2)

| NSES        | WA Sexual Health Guideline |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
|-------------|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
|             | 1.1                        | 1.2 | 1.3 | 1.4 | 2.1 | 2.2 | 2.3 | 2.4 | 3.2 | 3.3 | 3.4 | 3.5 | 4.1 | 4.2 | 5.1 | 5.2 |
| AP.12.CC.1  |                            |     |     |     |     |     |     |     |     |     |     |     | ■ ■ | ■ ■ |     |     |
| HR.12.AI.1  | ■ ■                        |     |     |     | ■ ■ | ■ ■ |     |     | ■ ■ |     |     | ■ ■ |     |     |     |     |
| HR.12.CC.1  |                            |     |     |     |     | ■ ■ |     |     |     |     |     |     |     |     |     |     |
| HR.12.CC.2  |                            |     |     |     | ■ ■ | ■ ■ |     |     |     |     |     |     |     |     |     |     |
| HR.12.CC.3  |                            |     |     |     | ■ ■ | ■ ■ | ■ ■ |     |     |     |     |     |     |     |     |     |
| HR.12.CC.4  |                            |     |     |     | ■ ■ |     |     |     |     |     | ■ ■ |     |     |     |     |     |
| HR.12.IC.1  |                            |     |     |     | ■ ■ | ■ ■ |     |     |     |     |     |     |     |     |     |     |
| HR.12.IC.2  |                            |     |     |     | ■ ■ | ■ ■ |     |     |     |     |     |     |     |     |     |     |
| HR.12.INF.1 |                            |     |     |     |     | ■ ■ |     |     |     |     | ■ ■ |     |     |     |     |     |
| HR.12.INF.2 |                            |     |     |     | ■ ■ | ■ ■ | ■ ■ |     |     |     | ■ ■ |     |     |     |     |     |
| HR.12.SM.1  |                            |     |     |     | ■ ■ | ■ ■ | ■ ■ |     |     |     |     |     |     |     |     |     |
| HR.12.SM.2  |                            |     |     |     | ■ ■ |     |     |     |     |     | ■ ■ |     |     |     |     |     |
| ID.12.ADV.1 | ■ ■                        |     |     |     |     |     | ■ ■ |     |     | ■ ■ |     | ■ ■ |     |     |     |     |
| ID.12.CC.1  |                            |     |     |     |     |     |     |     |     | ■ ■ |     |     | ■ ■ | ■ ■ |     |     |
| ID.12.CC.2  |                            |     |     |     |     |     |     |     |     | ■ ■ |     |     | ■ ■ | ■ ■ |     |     |
| ID.12.INF.1 |                            |     |     |     |     |     | ■ ■ |     |     |     | ■ ■ |     |     |     |     |     |
| ID.12.SM.1  |                            |     |     |     |     | ■ ■ | ■ ■ |     |     | ■ ■ |     |     |     |     |     |     |
| PD.12.CC.1  |                            |     |     |     | ■ ■ |     |     |     |     |     |     |     | ■ ■ | ■ ■ |     |     |
| PD.12.DM.1  |                            |     |     |     | ■ ■ |     |     |     |     |     |     |     |     |     |     |     |
| PD.12.INF.1 |                            |     |     |     |     |     | ■ ■ |     |     |     | ■ ■ |     |     |     |     |     |
| PR.12.AI.1  |                            |     |     |     |     |     |     |     |     |     |     |     | ■ ■ |     | ■ ■ | ■ ■ |
| PR.12.AI.2  | ■ ■                        | ■ ■ | ■ ■ |     |     |     |     |     |     |     |     |     |     |     |     | ■ ■ |
| PR.12.AI.3  | ■ ■                        |     | ■ ■ | ■ ■ |     |     |     |     |     |     |     |     | ■ ■ | ■ ■ |     |     |
| PR.12.AI.4  | ■ ■                        |     | ■ ■ | ■ ■ |     |     |     |     |     |     |     |     | ■ ■ |     |     |     |
| PR.12.CC.1  |                            |     |     |     |     |     |     |     |     |     |     |     |     | ■ ■ |     | ■ ■ |
| PR.12.CC.2  |                            |     |     |     |     |     |     |     |     |     |     |     |     |     |     | ■ ■ |
| PR.12.CC.3  | ■ ■                        |     | ■ ■ | ■ ■ |     |     |     |     |     |     |     |     | ■ ■ |     |     |     |
| PR.12.CC.4  |                            |     |     |     |     |     |     |     |     |     |     |     |     | ■ ■ |     | ■ ■ |
| PR.12.CC.5  |                            | ■ ■ |     |     |     |     |     |     |     |     |     |     |     | ■ ■ |     |     |
| PR.12.CC.6  | ■ ■                        |     |     | ■ ■ |     |     |     |     |     |     |     |     | ■ ■ |     |     |     |

Figure 11. Relative Strength of Coverage of the WA Sexual Health Guidelines by NSES for Grades 9-12. (Part 1)

Like middle school, the high school maps show comprehensive coverage across all the WA Sexual Health Guidelines, with an emphasis on Decision Making and Prevention. Anatomy and Physiology is covered, but coverage switches to content appropriate to pregnancy and reproduction. (See additional chart continuing on next page.)

| NSES        | WA Sexual Health Guideline |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
|-------------|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
|             | 1.1                        | 1.2 | 1.3 | 1.4 | 2.1 | 2.2 | 2.3 | 2.4 | 3.2 | 3.3 | 3.4 | 3.5 | 4.1 | 4.2 | 5.1 | 5.2 | 5.3 | 5.4 |
| PR.12.DM.1  |                            | ■ ■ |     |     | ■ ■ |     |     |     |     |     |     |     |     |     | ■ ■ |     |     | ■ ■ |
| PR.12.DM.2  | ■ ■                        |     |     |     | ■ ■ |     | ■ ■ |     |     |     |     |     |     | ■ ■ |     |     |     |     |
| PR.12.IC.1  |                            |     |     |     | ■ ■ |     |     |     | ■ ■ |     | ■ ■ |     |     |     |     |     |     |     |
| PR.12.INF.1 |                            | ■ ■ | ■ ■ |     | ■ ■ |     |     |     | ■ ■ |     | ■ ■ | ■ ■ |     |     |     | ■ ■ |     |     |
| PR.12.INF.2 |                            |     |     | ■ ■ | ■ ■ |     |     |     |     |     | ■ ■ |     |     |     |     |     |     | ■ ■ |
| PR.12.INF.3 | ■ ■                        |     |     |     | ■ ■ |     | ■ ■ | ■ ■ |     |     | ■ ■ |     |     |     |     |     |     |     |
| PR.12.SM.1  |                            |     |     |     |     |     |     |     |     |     |     |     | ■ ■ |     |     |     | ■ ■ | ■ ■ |
| PS.12.ADV.1 |                            |     |     |     |     |     | ■ ■ |     |     | ■ ■ |     | ■ ■ |     |     |     |     |     |     |
| PS.12.AI.1  | ■ ■                        |     | ■ ■ |     | ■ ■ | ■ ■ |     |     |     |     |     |     |     |     |     |     |     |     |
| PS.12.AI.2  | ■ ■                        |     |     |     |     | ■ ■ |     |     |     |     |     |     |     |     |     |     |     |     |
| PS.12.CC.1  |                            |     |     |     | ■ ■ | ■ ■ | ■ ■ |     |     |     | ■ ■ |     |     |     |     |     |     |     |
| PS.12.CC.2  | ■ ■                        |     |     |     |     |     |     |     |     |     |     |     | ■ ■ |     |     |     |     |     |
| PS.12.CC.3  |                            |     |     |     | ■ ■ | ■ ■ | ■ ■ |     |     |     |     |     |     |     |     |     |     |     |
| PS.12.CC.4  |                            |     |     |     |     | ■ ■ | ■ ■ |     |     |     |     |     |     |     |     |     |     |     |
| PS.12.IC.1  |                            |     | ■ ■ |     |     |     |     |     | ■ ■ |     |     | ■ ■ |     |     |     |     |     |     |
| PS.12.IC.2  |                            |     |     |     | ■ ■ | ■ ■ | ■ ■ |     |     |     |     | ■ ■ |     |     |     |     |     |     |
| PS.12.INF.1 |                            |     |     |     |     | ■ ■ |     |     |     |     |     |     |     |     |     |     |     |     |
| PS.12.INF.2 |                            |     |     |     |     |     |     |     |     |     | ■ ■ |     |     |     |     |     |     |     |
| SH.12.ADV.1 |                            |     | ■ ■ | ■ ■ |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| SH.12.AI.1  | ■ ■                        |     | ■ ■ | ■ ■ |     |     |     |     |     |     |     |     |     |     |     |     | ■ ■ |     |
| SH.12.AI.2  | ■ ■                        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | ■ ■ |     |
| SH.12.CC.1  |                            |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | ■ ■ |     |
| SH.12.CC.2  |                            |     |     |     |     |     |     |     |     |     |     |     |     |     | ■ ■ |     | ■ ■ |     |
| SH.12.CC.3  | ■ ■                        | ■ ■ | ■ ■ | ■ ■ |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| SH.12.DM.1  |                            |     |     |     | ■ ■ |     |     |     |     |     |     |     |     |     | ■ ■ |     |     |     |
| SH.12.GS.1  |                            | ■ ■ |     |     | ■ ■ |     |     | ■ ■ |     |     |     |     |     |     | ■ ■ | ■ ■ | ■ ■ |     |
| SH.12.IC.1  |                            |     |     |     | ■ ■ | ■ ■ |     |     |     |     |     |     |     |     |     |     |     |     |
| SH.12.INF.1 |                            | ■ ■ |     |     | ■ ■ |     |     |     |     |     | ■ ■ |     |     |     |     |     |     | ■ ■ |
| SH.12.SM.1  |                            | ■ ■ |     | ■ ■ | ■ ■ |     | ■ ■ |     |     |     |     |     |     |     |     |     | ■ ■ |     |
| SH.12.SM.2  |                            | ■ ■ |     |     |     |     |     |     |     |     |     |     |     |     |     |     | ■ ■ | ■ ■ |

Figure 12. Relative Strength of Coverage of the WA Sexual Health Guidelines by NSES for Grades 9-12. (Part 2)

### 3.3 Washington State K-12 Health and Fitness Learning Standards

#### 3.3.1 General Observations

Washington State K-12 Health and Fitness Learning Standards cover nutrition, physical activity, and personal safety. They establish the concepts and skills necessary for safe and healthy living, and in turn, for successful learning. There are four Essential Academic Learning Requirements (EALRs) for health and fitness:

- EALR 1 captures movement, physical fitness, and nutrition.
- EALR 2 recognizes dimensions of health, stages of growth and development, reduces health risks, and promotes safe living.
- EALR 3 analyzes and evaluates the impact of real-life influences on health.
- EALR 4 analyzes personal information to develop an individualized fitness plan.

There are a few broad references to sexual health (see HFS 2.2.2), but those references typically refer back to the WA Sexual Health Guidelines for additional detail.

Overall, just a few of the HFS relate to sexual health, including the following, shown in order of the relative strengths of their overall relationships to the WA Sexual Health Guidelines.

- 2.4.1 Understands abusive and risky situations and illustrates safe behaviors to prevent injury to self and others at home, school, and in the community.
- 2.2.2 Understands how to maintain sexual health throughout life.
- 3.3.1 Understands that social skills are necessary to promote health and safety.
- 2.3.1 Understands how to prevent or reduce the risk of contracting a communicable disease.
- 2.2.1 Understands the structure and function of body systems.
- 3.1.1 Understands how family factors affect health.
- 3.2.1 Understands reliable sources of health and fitness information.

3.3.2 Detailed Findings

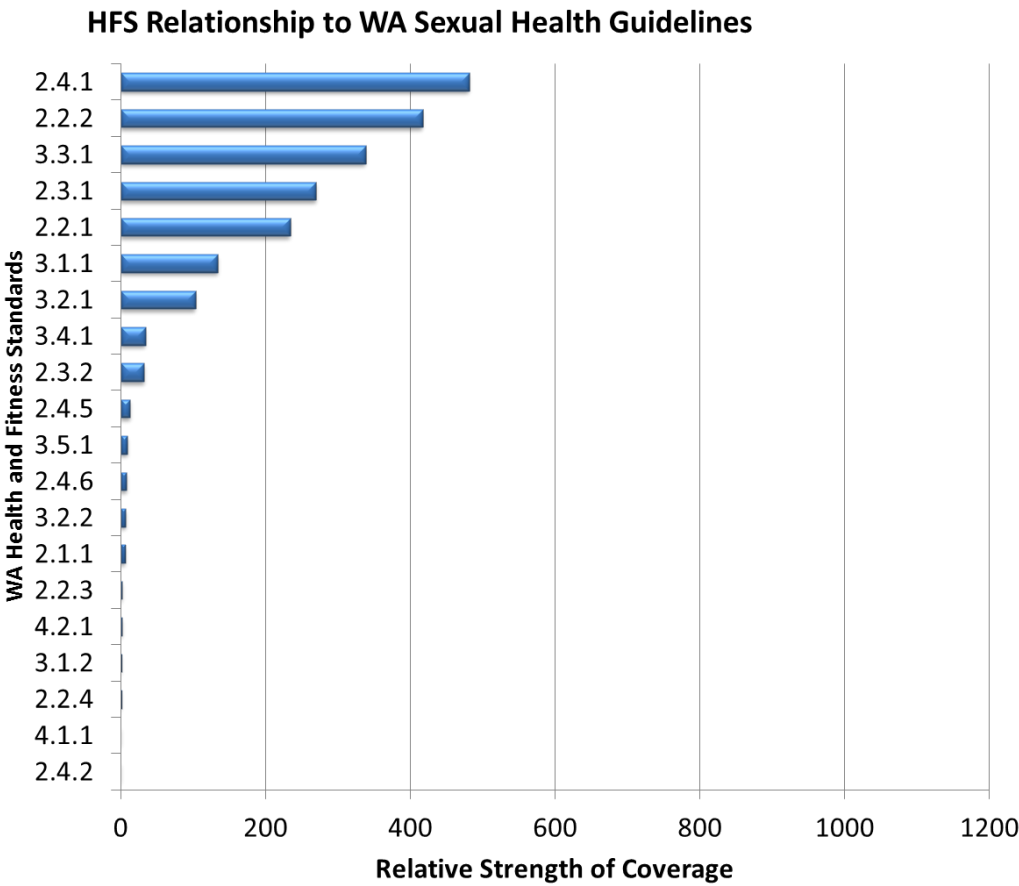


Figure 13. This chart shows the relative strength of the relationships between the WA K-12 Health and Fitness Learning Standards and the WA Sexual Health Guidelines. Overall, the relationship between the two sets of standards is low.



Of the nearly 1500 data points collected, reviewers indicated that the relationship strength between the H&F Standards and the NS standards were weak or nonexistent over 1100 times (75% of total ratings). Only 93 of ratings were strong (6% of total ratings), and 279 were medium (19% of total ratings).

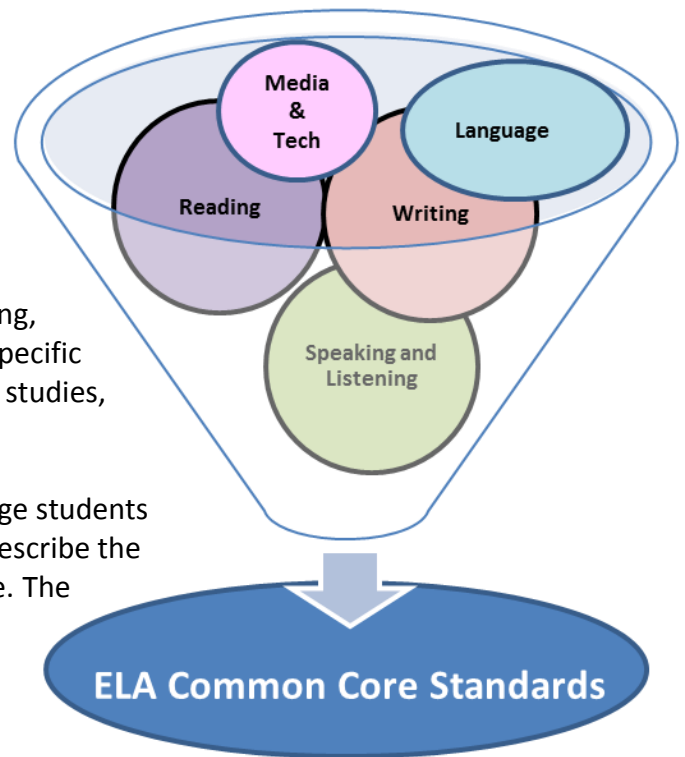
The Washington State K-12 Health and Fitness Learning Standards are in the process of being revised. This body of work will inform the standards revision project, scheduled to start in 2014.

### **3.4 Common Core State Standards for English Language Arts**

#### **3.4.1 General Observations**

The CCSS-ELA do not measure the same content as the NSES. CCSS-ELA standards describe actions involving reading, writing, speaking and listening, and associated cognitive effort such as analyzing, describing, determining, inferring, etc. They are aligned in cognitive demand to specific grade bands and could just as easily be applied to social studies, science, or sexual health education.

In contrast, the NSES describe content-specific knowledge students should attain by certain grade levels, but they do not prescribe the method by which students demonstrate that knowledge. The NSES provide clear, consistent and straightforward guidance on the essential minimum, core content for sexuality education that is age-appropriate for students in grades K–12.



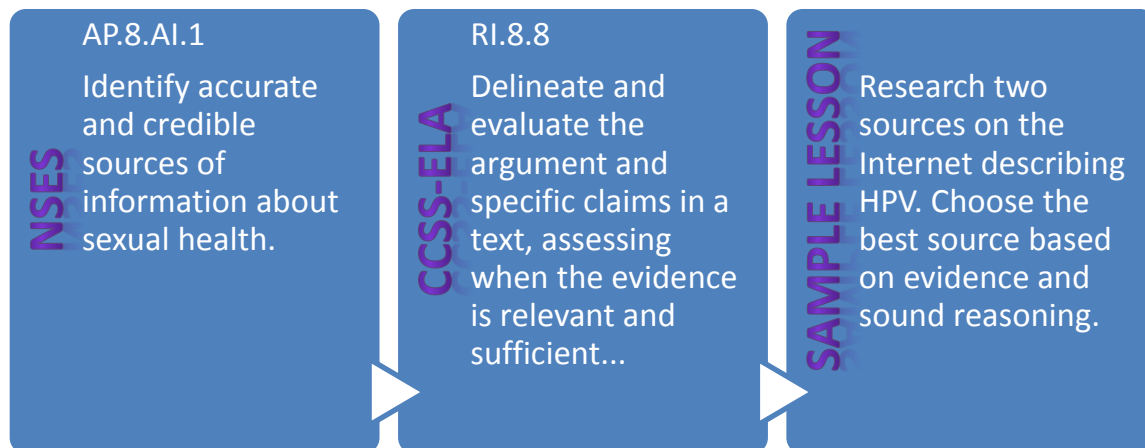
The purpose of this review, to associate CCSS-ELA standards with the NSES, was to identify ways to address the relevance and rigor of the CCSS-ELA standards while teaching sexual health education and vice versa.

It is important to note that the comparisons between the NSES and the CCSS-ELA do not imply a correlation between the two. Rather, the association is more about how one could meet the NSES by applying one or more approaches for student to demonstrate their knowledge – e.g. writing, reading, or speaking about specific content contained in the NSES.

#### **3.4.2 Sample Lessons**

Reviewers were instructed to select a specific NSES standard within their assigned grade band (6-8 or 9-12), identify a potential CCSS-ELA match, evaluate the strength of the connection, and create a sample lesson description that met the NSES standard, using the approach identified in the CCSS-ELA standard.

For example, reviewers selected an eighth grade sexual health standard, “Identify accurate and credible sources of information about sexual health”. There were several potential matches within the CCSS-ELA, involving reading informational and nonfiction texts, speaking, or listening that could be associated with the selected sexual health standard. Reviewers selected one of the CCSS-ELA standards which had close association, involving reading informational texts, as shown below in Figure 14. Then, they created a sample lesson description that met the expectation of the NSES standard, using the selected CCSS-ELA standard that could be integrated into a sample lesson.



**Figure 14. Selection process for associating NSES with CCSS-ELA, and creating a sample lesson.**

Additionally, reviewers were asked to provide a variety of sample lesson ideas or activities using different cognitive engagement levels. The group used the Hess model to identify the depth of knowledge levels associated with their selected sample lesson. Karin Hess, from the National Center for the Improvement of Educational Assessment (NCIEA), created a matrix to integrate Bloom's "types of thinking" with Webb's "how deeply you need to understand a concept in order to interact with it."<sup>3</sup> See Figure 15 for more information.

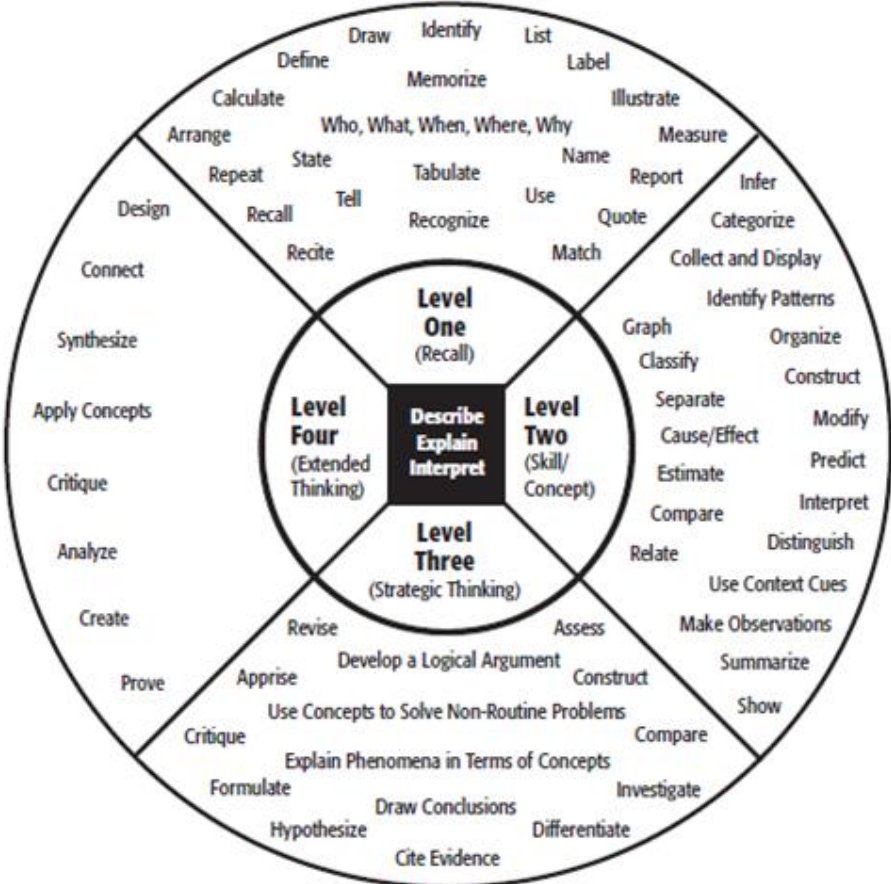
Key takeaways for readers:

- A specific NSES standard can be associated with many CCSS-ELA standards, depending upon the anticipated sample lesson. The work of this review group highlighted a subset of the potential relationships. Many more relationships exist between the two standards sets.
- The sample lesson ideas are just that – samples. Educators can use this document to shop for sample lesson ideas, or they can create their own.

<sup>3</sup> Also see: Webb, Norman L. and others. "Web Alignment Tool", July 24, 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison, <http://www.wcer.wisc.edu/WAT/index.aspx>.

- Associating content standards such as the NSES with the CCSS-ELA can help increase the academic rigor associated with that content area, and help students apply important reading, writing, and communications skills to specific content areas.
- This review does not endorse the practice of one-to-one matching of the CCSS-ELA to a sexual health lesson. Multiple CCSS-ELA standards may be addressed within a lesson.

## Depth of Knowledge (DOK) Levels



| Level One Activities   | Level Two Activities  | Level Three Activities  | Level Four Activities   |
|--|---|---|---|
| Recall elements and details of story structure, such as sequence of events, character, plot and setting. | Identify and summarize the major events in a narrative.       | Support ideas with details and examples.  | Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions. |
| Conduct basic mathematical calculations.   | Use context cues to identify the meaning of unfamiliar words. | Use voice appropriate to the purpose and audience.  | Apply mathematical model to illuminate a problem or situation.  |
| Label locations on a map.  | Solve routine multiple-step problems.                         | Identify research questions and design investigations for a scientific problem.                       | Analyze and synthesize information from multiple sources.   |
| Represent in words or diagrams a scientific concept or relationship.                                     | Describe the cause/effect of a particular event.              | Develop a scientific model for a complex situation.   | Describe and illustrate how common themes are found across texts from different cultures.   |
| Perform routine procedures like measuring length or using punctuation marks correctly.                   | Identify patterns in events or behavior.                      | Determine the author's purpose and describe how it affects the interpretation of a reading selection. | Design a mathematical model to inform and solve a practical or abstract situation.  |
| Describe the features of a place or people.  | Formulate a routine problem given data and conditions.        | Apply a concept in other contexts.  |   |
|  | Organize, represent and interpret data.                       |   |   |

Webb, Norman I. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research, University of Wisconsin-Madison. 2 Feb. 2006. <<http://www.wcer.wisc.edu/WAT/index.aspx>>

### Figure 15. Hess Depth of Knowledge Levels.

## 4 Grade 6-8 ELA Connections

**How to read this chart:** The NSES is listed on the left. A sample CCSS-ELA standard is referenced in the second column. Note that other CCSS-ELA standards can be related to the selected NSES. This body of work shows a single potential connection for each NSES. *Appendix D* shows the actual content of the referenced CCSS-ELA standard. The review pairs noted the strength of the connection between the NSES and selected CCSS-ELA standard, then described a sample lesson idea or activity that could be done in a sexual health education class. The final column indicates the Depth of Knowledge associated with the example lesson. See Figure 15 on page 24 for more information about the Depth of Knowledge levels. Note that the lesson ideas presented below are the work of the review pairs, and educators should seek information about local policies before implementing a lesson idea or activity.

| <b>National Sexuality Education Standard</b>   | <b>CCSS-ELA Connection</b> | <b>Strength (S/M/W)</b> | <b>Example Lesson Idea or Activity in Sexual Health Education Class</b>   | <b>Depth of Knowledge</b> |
|--|----------------------------|-------------------------|---|---------------------------|
| AP.8.CC.1<br>Describe male and female sexual and reproductive systems including body parts and their functions                 | L.8.6                      | S                       | Students will divide labeled cards into two piles: “male” and “female”. Students will select a card labeled with a male or female body part name and match to a definition card describing the correct function of that part. | 1                         |
| PD.8.CC.1<br>Describe the physical, social, cognitive and emotional changes of adolescence                                     | SL.8.5                     | S                       | Students will create a PowerPoint which illustrates the physical, social, cognitive, and emotional changes of adolescence, using multiple relevant resources and present to the class.  | 3                         |
| PD.8.AI.1<br>Identify medically accurate sources of information about puberty, adolescent development and sexuality            | RST.8.8                    | S                       | Using a teacher-created bank of accurate and inaccurate resources, students will research a component of puberty, adolescent development, or sexuality, choose valid information, and share findings.                         | 4                         |
| PD.8.DM.1<br>Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make | W.8.3                      | S                       | Choosing from teacher-created scenarios, students will write and perform a skit role-playing both positive and negative decision making.  | 4                         |

| <b>National Sexuality Education Standard</b>   | <b>CCSS-ELA Connection</b> | <b>Strength (S/M/W)</b> | <b>Example Lesson Idea or Activity in Sexual Health Education Class</b>   | <b>Depth of Knowledge</b> |
|--|----------------------------|-------------------------|---|---------------------------|
| ID.8.CC.1<br>Differentiate between gender identity, gender expression and sexual orientation                                     | L.8.6                      | S                       | Have students create a PSA explaining the differences in gender identity, gender expression, and sexual orientation.  | 4                         |
| ID.8.CC.2<br>Explain the range of gender roles   | SL.8.1                     | W                       | In small groups, sort jobs into three classifications: “mostly male,” “mostly female,” and “both male and female.” Discuss implications of these gender stereotypes. What are other stereotypes that we see in American society?  | 2                         |
| ID.8.AI.1<br>Access accurate information about gender identity, gender expression and sexual orientation                         | RST.8.8                    | M                       | Create a reference sheet on accurate resources for gender identity, gender expression, and sexual identity.   | 1                         |
| ID.8.IC.1<br>Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations | SL.8.1                     | S                       | Students and teacher creates a set of discussion norms to communicate and collaborate respectfully.   | 3                         |
| ID.8.ADV.1<br>Develop a plan to promote dignity and respect for all people in the school community                               | WHST.8.8                   | S                       | Working in pairs/small groups and using multiple resources, students brainstorm “what dignity and respect looks like in our school.” Students design a logo and/or slogans to encourage dignity and respect for all people in the school community. Students present to the class, and then share in school building. | 4                         |
| PR.8.CC.1<br>Define sexual intercourse and its relationship to human reproduction  | WHST.8.9                   | S                       | Students access teacher-created and class resources to create a MYTHS/FACTS document about sexual intercourse and pregnancy.  | 4                         |

| <b>National Sexuality Education Standard</b>   | <b>CCSS-ELA Connection</b> | <b>Strength (S/M/W)</b> | <b>Example Lesson Idea or Activity in Sexual Health Education Class</b>   | <b>Depth of Knowledge</b> |
|--|----------------------------|-------------------------|---|---------------------------|
| PR.8.CC.3<br>Explain the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence and condoms              | WHST.8.8                   | S                       | In small groups, students research health benefits, risks, and effectiveness rates for their chosen method of pregnancy prevention (i.e. abstinence, condoms, other birth control). Then each group creates a PROs and CONs chart to share with larger class. | 4                         |
| PR.8.CC.4<br>Define emergency contraception and its use  | L.8.6                      | M                       | Think-pair-share on definition of “emergency contraception” and its use.  |                           |
| PR.8.CC.5<br>Describe the signs and symptoms of a pregnancy  | RST.8.4                    | S                       | Students read an at-grade-level text describing the signs and symptoms of a pregnancy. Students generate questions and teacher facilitates a large group discussion.  | 3                         |
| PR.8.CC.6<br>Identify prenatal practices that can contribute to a healthy pregnancy  | RST.8.8                    | S                       | Students read about healthy prenatal practices and then create posters with all positive imagery identifying healthy prenatal practices.  |                           |
| PR.8.INF.1<br>Examine how alcohol and other substances, friends, family, media, society and culture influence decisions about engaging in sexual behaviors | RST.8.2                    | S                       | Students view video, advertisements, and other media examples of how alcohol and other substances can influence engagement in sexual behaviors. Over the next week(s), students bring in additional examples and discuss with the class.                      | 3                         |
| PR.8.AI.1<br>Identify medically accurate resources about pregnancy prevention and reproductive health care   | RST.8.8                    | S                       | Create a reference brochure on accessing medically accurate resources to be disseminated in the counseling center and/or nurse’s office.  | 3                         |

| <b><i>National Sexuality Education Standard</i></b>  | <b><i>CCSS-ELA Connection</i></b> | <b><i>Strength (S/M/W)</i></b> | <b><i>Example Lesson Idea or Activity in Sexual Health Education Class</i></b>  | <b><i>Depth of Knowledge</i></b> |
|--|-----------------------------------|--------------------------------|---|----------------------------------|
| PR.8.AI.2<br>Identify medically accurate information about emergency contraception   | RST.8.8                           | S                              | Create a reference brochure on accessing medically accurate resources to be disseminated in the counseling center and/or nurse's office.  | 3                                |
| PR.8.AI.3<br>Identify medically accurate sources of pregnancy-related information and support including pregnancy options, safe surrender policies and prenatal care | RST.8.8                           | S                              | Create a reference brochure on accessing medically accurate resources to be disseminated in the counseling center and/or nurse's office.  | 3                                |
| PR.8.IC.1<br>Demonstrate the use of effective communication skills to support one's decision to abstain from sexual behaviors  | WHST.8.1                          | S                              | Teacher shares decision making skills and "toolkit" to say no. Students write "Dear Abby" style questions about abstinence and then trade questions. Students respond providing good options for communication and abstinence choices.  | 4                                |
| PR.8.IC.2<br>Demonstrate the use of effective communication and negotiation skills about the use of contraception including abstinence and condoms                   | WHST.8.1                          | S                              | Teacher shares decision making skills and "toolkit" to say no. Students write "Dear Abby" style questions about abstinence and then trade questions. Students respond using effective communication and negotiation skills about the use of contraceptives, condoms, and/or abstinence. | 4                                |
| PR.8.DM.1<br>Apply a decision-making model to various sexual health decisions  | SL.8.4                            | S                              | Teacher supplies a variety of sexual health scenarios. In the think-pair-share model, students apply decision making models most appropriate for each scenario.   | 3                                |
| PR.8.SM.1<br>Describe the steps to using a condom correctly  | RST.8.3                           | S                              | Review condom information sheet (p. 164, KNOW curriculum; grade 8 Lesson 4) In small groups, students arrange Correct Condom Use cards in the correct order.  | 2                                |



| <b>National Sexuality Education Standard</b>  | <b>CCSS-ELA Connection</b> | <b>Strength (S/M/W)</b> | <b>Example Lesson Idea or Activity in Sexual Health Education Class</b>  | <b>Depth of Knowledge</b> |
|---|----------------------------|-------------------------|--|---------------------------|
| HR.8.CC.1<br>Compare and contrast the characteristics of healthy and unhealthy relationships                    | SL.8.4                     | M                       | Brainstorm healthy and unhealthy relationships: what do they look like? What do they sound like?<br>Write responses on poster paper-- each group has a T chart with "healthy characteristics" and "unhealthy characteristics"<br><br>Share T charts in whole class discussion  | 2                         |
| HR.8.CC.3<br>Analyze the similarities and differences between friendships and romantic relationships            | WHST.8.4                   | S                       | Watch a variety of clips from movies or television which depicts both friendships and romantic relationships. As a class brainstorm/identify characteristics in both types of relationships that were seen. Have students write a one page summary analyzing the differences and similarities between friendships and romantic relationships.                                  | 4                         |
| HR.8.CC.4<br>Describe a range of ways people express affection within various types of relationships            | SL.8.1                     | M                       | Have the class (in pairs or small groups) brainstorm and describe a range of ways people express affection. Share and discuss each as a class. Next, distribute cards with descriptions of ways people express affection throughout various types of relationship. In a teacher-led discussion, have the class sort through the descriptions and put them into a linear order. | 3                         |
| HR.8.CC.5<br>Describe the advantages and disadvantages of communicating using technology and social media       | SL.8.1                     | S                       | In small groups have students brainstorm the advantages and disadvantages of communicating using technology and social media. Each group will then share with the class one advantage and disadvantage that was discussed.   | 2                         |
| HR.8.INF.1<br>Analyze the ways in which friends, family, media, society and culture can influence relationships | WHST.8.4                   | S                       | Provide students with magazines, pictures, etc. and have them create a collage that shows the ways that friends, family, media, etc. influence their own personal relationships. Students will post their work and the rest of the class will produce a written analysis of the ideas portrayed in three different collages.   | 4                         |

| <b>National Sexuality Education Standard</b>   | <b>CCSS-ELA Connection</b> | <b>Strength (S/M/W)</b> | <b>Example Lesson Idea or Activity in Sexual Health Education Class</b>   | <b>Depth of Knowledge</b> |
|--|----------------------------|-------------------------|---|---------------------------|
| HR.8.INF.2<br>Analyze the impact of technology and social media on friendships and relationships                         | RI.8.3                     | S                       | Provide sample scenarios in which relationships include social media and technology. Have students analyze the impact of the technology on the relationships in the stories.  | 3                         |
| HR.8.IC.1<br>Demonstrate communication skills that foster healthy relationships  | WHST.8.4                   | M                       | Read a story highlighting a healthy relationship. Have students (in pairs or groups) identify the communication skills described that fostered a healthy relationship. Share ideas with whole group and discuss. Finally, have students in small groups; take turns demonstrating the communication skills identified.                    | 4                         |
| HR.8.IC.2<br>Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others | SL.8.4                     | S                       | As a class brainstorm ideas to effectively communicate personal boundaries and ways to show respect for the boundaries of others. Then, students demonstrate these ideas utilizing verbal and non-verbal styles of communication. Students can then (in writing) describe what they do to show respect for the boundaries of others.      | 2                         |
| HR.8.IC.3<br>Demonstrate effective skills to negotiate agreements about the use of technology in relationships           | SL.8.4                     | M                       | Students develop and present role-play demonstrating effective skills to negotiate agreements about the use of technology in various types of relationships (parent/family, partners, friends)  | 3                         |
| HR.8.GS.1<br>Develop a plan to stay safe when using social media   | WHST.8.4                   | S                       | Create/design a “social media contract” which explains a plan (with reasons/support) for staying safe while using social media.   | 3                         |
| HR.8.SM.1<br>Explain the criteria for evaluating the health of a relationship  | WHST.8.4                   | S                       | Students (in pairs or alone) create a checklist depicting the criteria for a healthy relationship (respect, love, balance, etc.) Share checklist with another group/peer and have them explain possible reasons/support for what was included in the list. (i.e.: respect was included because in relationships it increases self-esteem) | 2                         |

| <b>National Sexuality Education Standard</b>   | <b>CCSS-ELA Connection</b> | <b>Strength (S/M/W)</b> | <b>Example Lesson Idea or Activity in Sexual Health Education Class</b>   | <b>Depth of Knowledge</b> |
|--|----------------------------|-------------------------|---|---------------------------|
| HR.8.SM.2<br>Describe strategies to use social media safely, legally and respectfully  | WHST. 8.6                  | S                       | Create a PowerPoint presentation describing strategies to use social media safely, legally and respectfully.  | 4                         |
| PS.8.CC.1<br>Describe situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence | WHST.8.1                   | S                       | Students will write a paragraph describing situations and behaviors which constitute the topics (bullying, sexual abuse, etc.) Share with a partner and have them identify a minimum of three appropriate support resources for each situation.   | 2                         |
| PS.8.CC.2<br>Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence and why they are wrong     | SL.8.1                     | S                       | In pairs distribute cards with specific topics (bullying, sexual harassment, etc.) One student has two minutes to discuss the impact of the specified topic on health and wellness (6 dimensions) and why the selected behavior is wrong. Second student then has one minute to discuss additional ideas and support. | 3                         |
| PS.8.CC.3<br>Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched                                   | WHST.8.2                   | S                       | Create an advice column explaining why no one has the right to touch anyone else in a sexual manner if they do not want to be touched. Writing should include a minimum of three reasons with support.  | 3                         |
| PS.8.CC.4<br>Explain why a person who has been raped or sexually assaulted is not at fault   | WHST.8.2                   | S                       | Write a letter to an imaginary sexual assault survivor which explains using relevant, well-chosen facts and definitions describing why they are not at fault.   | 3                         |

| <b>National Sexuality Education Standard</b>  | <b>CCSS-ELA Connection</b> | <b>Strength (S/M/W)</b> | <b>Example Lesson Idea or Activity in Sexual Health Education Class</b>  | <b>Depth of Knowledge</b> |
|---|----------------------------|-------------------------|--|---------------------------|
| PS.8.AI.1<br>Identify sources of support such as parents or other trusted adults that they can go to if they are or someone they know is being bullied, harassed, abused or assaulted | SL.8.1                     | S                       | Using “think, pair, share” have students brainstorm to create a list of support resources for those being bullied, harassed, abused or assaulted in both the school and community/state.   | 1                         |
| PS.8.SM.1<br>Describe ways to treat others with dignity and respect   | RST.8.2                    | M                       | Read various forms of text which highlight relationships between people (both positive and negative interactions) and have students identify and describe ways to treat people with dignity and respect.   | 2                         |
| PS.8.SM.2<br>Demonstrate ways they can respond when someone is being bullied or harassed  | SL.8.4                     | S                       | Use role-play/skits to demonstrate ways students could respond (positively and negatively) when being bullied or harassed. Audience can identify pros and cons to each demonstration.  | 4                         |
| PS.8.ADV.1<br>Advocate for safe environments that encourage dignified and respectful treatment of everyone  | WHST.8.1                   | S                       | Using a debate carousel, have students write a detailed explanation of what a safe environment that encourages dignified and respectful treatment of everyone looks like. Next , all papers move to the right and students respond to the previous comment and add comments about how to implement the described environment at their school. Papers move to the right again, third person reads first two comments and adds commentary identifying positive social outcomes in the described environments. Papers move again, and the fourth person identifies three action steps to creating the proposed environment. | 4                         |
| SH.8.CC.1<br>Define STDs, including HIV, and how they are and are not transmitted   | WHST.8.2                   | M                       | Create a brochure which defines HIV and STDs, which includes information on how they are or are not transmitted.   | 2                         |

| <b><i>National Sexuality Education Standard</i></b>  | <b><i>CCSS-ELA Connection</i></b> | <b><i>Strength (S/M/W)</i></b> | <b><i>Example Lesson Idea or Activity in Sexual Health Education Class</i></b>  | <b><i>Depth of Knowledge</i></b> |
|--|-----------------------------------|--------------------------------|---|----------------------------------|
| SH.8.CC.2<br>Compare and contrast behaviors, including abstinence, to determine the potential risk of STD/HIV transmission from each | SL.8.1                            | S                              | Instructor reads scenarios in which characters choose to engage in different sexual behaviors, including abstinence, oral, vaginal, and anal sex – both protected and unprotected. In pairs, students discuss, and identify support for their choice of risk and respond with HIGH, MEDIUM, and LOW RISK cards to each scenario that the teacher reads. | 3                                |
| SH.8.CC.3<br>Describe the signs, symptoms and potential impacts of STDs, including HIV   | WHST.8.2                          | S                              | Write an informative report on the signs and symptoms and potential impacts of HIV/STDs on teens/young adults.  | 1                                |
| SH.8.INF.1<br>Analyze the impact of alcohol and other drugs on safer sexual decision-making and sexual behaviors                     | RST.8.8                           | S                              | Read a scenario in which alcohol and drugs played a role in the sexual decision making of an individual. Have students think, pair, and share their opinion on how alcohol/drugs played a role in decision-making. Students must include a logical argument to support their opinion.   | 3                                |
| SH.8.AI.1<br>Identify medically accurate information about STDs, including HIV   | RST.8.9                           | M                              | Compare and contrast two or more informational sources, and identify accurate and inaccurate medical information regarding HIV/STDs.  | 3                                |
| SH.8.AI.2<br>Identify local STD and HIV testing and treatment resources  | RI.8.10                           | M                              | Research on-line local resources which provide HIV and STD testing and treatment, and create a local resource list with address, phone number and website information.  | 1                                |
| SH.8.IC.1<br>Demonstrate the use of effective communication skills to reduce or eliminate risk for STDs, including HIV               | SL.8.4                            | S                              | In small groups, create a video or present a public service announcement which communicates at least three different ways to reduce or eliminate the risk for STDs, including HIV. Students must explain how their plan will reduce or eliminate the risk.  | 4                                |

| <b><i>National Sexuality Education Standard</i></b>                             | <b><i>CCSS-ELA Connection</i></b> | <b><i>Strength (S/M/W)</i></b> | <b><i>Example Lesson Idea or Activity in Sexual Health Education Class</i></b>   | <b><i>Depth of Knowledge</i></b> |
|---|-----------------------------------|--------------------------------|--|----------------------------------|
| SH.8.GS.1<br>Develop a plan to eliminate or reduce risk for STDs, including HIV | WHST.8.1                          | S                              | Write a short story/skit in which a character develops a plan to eliminate or reduce risk for STDs, including HIV in three different ways (ex. abstinence, use of various birth control methods, testing). Students must explain how their plan will reduce or eliminate the risk. | 4                                |
| SH.8.SM.1<br>Describe the steps to using a condom correctly                     | WHST.8.2                          | S                              | In small groups; students create a checklist; present information to each other; and use the checklist to grade performance. Write an informative paragraph, including the scientific and medically accurate steps to using a condom correctly.                                    | 3                                |

## 5 Grade 9-12 ELA Connections

| <b>National Sexuality Education Standard</b>  | <b>CCSS-ELA Connection</b> | <b>Strength (S/M/W)</b> | <b>Example Lesson Idea or Activity in Sexual Health Education Class</b>   | <b>Depth of Knowledge</b> |
|---|----------------------------|-------------------------|---|---------------------------|
| AP.12.CC.1<br>Describe the human sexual response cycle, including the role hormones play                | WHST.12.2                  | M                       | After researching, describe and cite evidence from text for the human sexual response cycle, including the role hormones play.<br>Key Words: examine, convey, research, cite evidence,  | 2/3                       |
| HR.12.AI.1<br>Demonstrate how to access valid information and resources to help deal with relationships | W.12.4                     | M                       | Work with a teacher-librarian and counselor to identify and select three different resources about helping to deal with relationships. Use information to create PSAs for the school bulletin.  | 4                         |
| HR.12.AI.1<br>Demonstrate how to access valid information and resources to help deal with relationships | RST.12.7<br>or<br>RI.12.7  | S                       | Use the Internet to compile a list of community or online resources to create an informational brochure.  | 2                         |
| HR.12.CC.1<br>Describe characteristics of healthy and unhealthy romantic and/or sexual relationships    | W.12.4                     | S                       | Write an advice column. Students write and respond to random sexual/romantic scenarios.   | 4                         |
| HR.12.CC.1<br>Describe characteristics of healthy and unhealthy romantic and/or sexual relationships    | W.12.2                     | M                       | 1. Students write phrases or words on cards (one word/phrase per card) for both healthy and unhealthy relationships.<br>2. Students place the cards on the board in the correct category.<br>3. The class creates a definition of healthy vs. unhealthy based on guided discussion and the cards. | 2                         |
| HR.12.CC.2<br>Describe a range of ways to express affection within healthy relationships                | SL.12.1A                   | W                       | Group brainstorm/share. Read and discuss brochure, "101 Things To Do Besides Sex." (Dept. of Health) Draw connections to brainstormed ideas.  | 1                         |

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|--|----------------------------|-------------------------|--|---------------------------|
| HR.12.CC.2<br>Describe a range of ways to express affection within healthy relationships                                   | W.12.4                     | M                       | Create a poster to inform your peers on how to express affection within a healthy relationship.  | 2                         |
| HR.12.CC.3<br>Define sexual consent and explain its implications for sexual decision-making                                | WHST.12.4                  | S                       | Read the actual definition from text on sexual consent. Invite SARC (Sexual Assault Resource Center) or a similar organization to speak in class. Explain the sexual offenders list and its impact to current and future relationships of all types. Draw the Decision Making Process, then show how the decision making process could look with sexual activity in the picture. | 4                         |
| HR.12.CC.3<br>Define sexual consent and explain its implications for sexual decision-making                                | W.12.2                     | S                       | Write a letter to a younger person in your life defining sexual consent and explaining implications for personal health and wellbeing in conjunction with the Wellness Wheel.  | 3                         |
| HR.12.CC.4<br>Evaluate the potentially positive and negative roles of technology and social media in relationships         | RST.12.7                   | M                       | Using multiple sources of information, students will create and present a skit demonstrating a positive AND negative role of technology to the same situation. For example, a demonstration of how texting enhances conflict resolution AND a demonstration of how texting can have a negative impact on conflict resolution.  | 2                         |
| HR.12.IC.1<br>Demonstrate effective strategies to avoid or end an unhealthy relationship                                   | SL.12.4                    | M                       | Demonstrate using role-play four different, effective strategies to avoid or end an unhealthy relationship.  | 2/3                       |
| HR.12.IC.2<br>Demonstrate effective ways to communicate personal boundaries as they relate to intimacy and sexual behavior | SL.12.4                    | M                       | Role-play effective ways to communicate and assess personal boundaries. Use Play Back or Improv to demonstrate various tactics, responses and situations.<br>*Combine with HR.12.SM.1  | 2/3                       |



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|---|----------------------------|-------------------------|---|---------------------------|
| HR.12.INF.1<br>Explain how media can influence one's beliefs about what constitutes a healthy sexual relationship   | SL.12.1                    | M                       | Brainstorm and discuss popular TV shows and the relationships involved. Compare/contrast reality vs. fiction portrayed on television. Conclude with whole-class activity: agree or disagree (vote with your body/ put yourself on the spectrum) on scenarios involving a range of sexual relationships. | 2                         |
| HR.12.INF.1<br>Explain how media can influence one's beliefs about what constitutes a healthy sexual relationship   | RST.12.7                   | S                       | Create a slide show that uses media examples to demonstrate the influence of media on our belief systems.   | 4                         |
| HR.12.INF.2<br>Analyze factors, including alcohol and other substances, that can affect the ability to give or perceive the provision of consent to sexual activity | S.12.5 or SL.12.1          | S                       | Utilize movie clips to illustrate factors that affect consent.<br>1. Students will find movie clips to use as spring boards for analyzing factors.<br>2. Students will participate in discussions (SL.12.1d) regarding factors and consent  | 4                         |
| HR.12.SM.1<br>Demonstrate respect for the boundaries of others as they relate to intimacy and sexual behavior   | SL.12.3                    | S                       | Role-play effective ways to communicate and assess personal boundaries. Use Play Back or Improv to demonstrate various tactics, responses and situations.<br>*Combine with HR.12.IC.2   | 2/3                       |
| HR.12.SM.2<br>Describe strategies to use social media safely, legally and respectfully  | W.12.4                     | S                       | Using a Facebook or twitter style format, students will describe strategies to use social media safely, legally and respectfully.   | 2                         |

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|--|----------------------------|-------------------------|---|---------------------------|
| ID.12.ADV.1<br>Advocate for school policies and programs that promote dignity and respect for all  | WHST.12.6                  | S                       | Select or devise an approach among many alternatives to advocate for school policies and programs that promote dignity and respect for all. For example, produce and publish a brochure promoting divergent cultures, representing diverse experiences and perspectives to communicate effectively with people of varied backgrounds.<br>Key Words: produce, publish, feedback, information | 3/4                       |
| ID.12.CC.1<br>Differentiate between biological sex, sexual orientation, and gender identity and expression                                       | R.I.12.1                   | S                       | Read a scientifically accurate article that speaks medically and differentiates the analysis of what the text says explicitly; defining biological sex, sexual orientation and gender identity and expression.<br>Key Words: Differentiate, break into constituent parts, analyze, compare  | 4                         |
| ID.12.CC.2<br>Distinguish between sexual orientation, sexual behavior and sexual identity  | W.12.1                     | S                       | Research, develop and write an argument introducing precise, knowledgeable claims about sexual orientation, sexual behavior and sexual identity.<br>Key Words: Distinguish, support claims, analysis, valid, relevant, sufficient evidence  | 3/4                       |
| ID.12.INF.1<br>Analyze the influence of friends, family, media, society and culture on the expression of gender, sexual orientation and identity | RST.12.7                   | S                       | Read a scientific accurate article that speaks medically about gender, sexual orientation and gender identity and determine how it influences your attitude, reasoning or judgment based on evidence from text.<br>Key Words: influence, evaluate, reason, judgment and speculation   | 2/3                       |
| ID.12.SM.1<br>Explain how to promote safety, respect, awareness and acceptance   | SL.12.4                    | M                       | Present in a PowerPoint using scientifically accurate information explaining how to promote safety, respect, awareness and acceptance.<br>Key Words: information, findings, supporting evidence, clear/distinctive perspective  | 2/3                       |

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|---|----------------------------|-------------------------|--|---------------------------|
| PD.12.CC.1<br>Analyze how brain development has an impact on cognitive, social and emotional changes of adolescence and early adulthood | RST.12.8                   | M                       | Read a scientifically accurate article that speaks medically about the impact of the brain development on cognitive, social and emotional changes of adolescence and early adulthood.<br>Key Words: judgment, speculation, evaluate, reasoning and relevance                   | 2/3                       |
| PD.12.DM.1<br>Apply a decision-making model to various situations relating to sexual health   | WHST.12.9                  | S                       | Reading various informational texts, create a multi-media presentation demonstrating a decision-making model relating to sexual health.<br>Key Words: Decision-making, various,  | 1/2                       |
| PD.12.INF.1<br>Analyze how friends, family, media, society and culture can influence self-concept and body image                        | SL.12.2                    | S                       | Read critically and constructively researching scientific based articles regarding how to analyze how friends, family, media, society and culture influence self-concept and body image.<br>Key Words: Culture, integration of multiple sources, informed decision and analyze | 3/4                       |
| PR.12.AI.1<br>Access medically accurate information about contraceptive methods, including abstinence and condoms                       | RST.12.8                   | M                       | Reporting out to peers, students will obtain medically accurate information from school or community resources about contraceptive methods, including abstinence and condoms.<br><br>Key Words: delineate, evaluate, validity, reasoning, accurate, relevance, evidence        | 1                         |
| PR.12.AI.2<br>Access medically accurate information and resources about emergency contraception   | RST.12.8                   | M                       | Reporting out to peers, students will obtain medically accurate information from school or community resources about emergency contraception.<br><br>Key Words: delineate, evaluate, validity, reasoning, accurate, relevance, evidence  | 3                         |

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|--|----------------------------|-------------------------|---|---------------------------|
| PR.12.AI.3<br>Access medically accurate information about pregnancy and pregnancy options  | RST.12.1                   | S                       | Students will cite specific textual medically accurate evidence to support the analysis of information about pregnancy and pregnancy options.<br>Key words: access, accurate, information, options, cite, evidence, analysis  | 2/3                       |
| PR.12.AI.4<br>Access medically accurate information about prenatal care services   | WHST.12.8                  | M                       | Locate a reliable, medically accurate website to refer to during pregnancy. Defend your choice of the website in writing. And cite your findings in standard format.  | 4                         |
| PR.12.AI.4<br>Access medically accurate information about prenatal care services   | RST.12.7                   | S                       | Research and report local community/state resources available to support information about prenatal care. Summarize the priorities and necessity of obtaining prenatal care.<br>Key words: resources, medically accurate, summarize, priorities, necessity  | 2                         |
| PR.12.CC.1<br>Compare and contrast the advantages and disadvantages of abstinence and other contraceptive methods, including condoms | WHST.12.1                  | S                       | Have small groups study multiple methods of birth control comparing and contrasting the highest percentage of prevention based on scientific facts in a summary based on evidence in text.<br>Key Words: compare/contrast, advantage/disadvantage, precise knowledge, claim, argument, concluding statement | 3                         |
| PR.12.CC.2<br>Define emergency contraception and describe its mechanism of action  | WHST.12.2                  | S                       | Write about emergency contraception and describe its mechanism of action by selecting the most significant and relevant facts.<br>Key Words: define, describe, relevant, appropriate  | 2/3                       |

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|--|----------------------------|-------------------------|--|---------------------------|
| PR.12.CC.3<br>Identify the laws related to reproductive and sexual health care services (i.e., contraception, pregnancy options, safe surrender policies, prenatal care) | RST.12.1                   | S                       | Research and read closely to determine what the laws says explicitly related to reproductive and sexual health care services. Students will cite from evidence in text the terms contraception, pregnancy options, safe surrender policies, and prenatal care and the importance of the laws in a brief summary.<br>Key words: explicitly, logical inferences, identify, cite, support conclusions     | 3                         |
| PR.12.CC.4<br>Describe the signs of pregnancy  | SL.12.5                    | S                       | Students will use digital media and visual displays to describe the signs of pregnancy in a presentation for class.<br>Key Words: describe, present, express, enhance information  | 2                         |
| PR.12.CC.5<br>Describe prenatal practices that can contribute to or threaten a healthy pregnancy   | W.12.2                     | S                       | Read and understand teacher-selected information (text, pictures, video, etc.) about fetal alcohol syndrome. Construct a PSA (bulletin board, skit, informational poster) warning about negative effects of alcohol abuse during pregnancy.  | 2                         |
| PR.12.CC.5<br>Describe prenatal practices that can contribute to or threaten a healthy pregnancy   | RST.12.9                   | S                       | Students will synthesize information about prenatal practices that can contribute to or threaten a healthy pregnancy from diverse sources. For example, using a chart of current health risks compared to past health risks and articulates the differences due to scientific research and advances.<br>Key words: integrate, describe, coherent, understanding, contribute, discrepancies, articulate | 4                         |
| PR.12.CC.6<br>Compare and contrast the laws relating to pregnancy, adoption, abortion and parenting  | W.12.1                     | S                       | Conduct classroom jigsaw web research in one of the following areas: 3 different state's laws (including Washington) relating to pregnancy, adoption, abortion, and parenting. Share out information in a classroom discussion in preparation for Socratic Seminar.  | 3                         |

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|--|----------------------------|-------------------------|---|---------------------------|
| PR.12.CC.6<br>Compare and contrast the laws relating to pregnancy, adoption, abortion and parenting          | RST.12.1                   | S                       | Research and read closely to determine what the laws says explicitly related to pregnancy, adoption, abortion and parenting. Students will cite from evidence in text the terms pregnancy, adoption, abortion and parenting, pregnancy options, and the importance of the laws in a brief summary. Key words: explicitly, logical inferences, identify, cite, support conclusions | 3                         |
| PR.12.DM.1<br>Apply a decision-making model to choices about contraception, including abstinence and condoms | WHST.12.9                  | M                       | Students will dispel myths using evidence from text to develop a decision-making model when choosing contraception including abstinence and condoms. For example, producing a student-friendly myth vs. fact flyer. Key Words: myth vs. fact, evidence, decision-making, producing, analysis, reflection, and research  | 3                         |
| PR.12.DM.2<br>Assess the skills and resources needed to become a parent                                      | WHST.12.9                  | S                       | Review parenting skills: diapering, feeding, calming, car seats, childhood illnesses/diseases, etc. in preparation for baby simulation activity. Additionally, create a budget for the first year of care.  | 2                         |
| PR.12.DM.2<br>Assess the skills and resources needed to become a parent                                      | R.I.12.7                   | S                       | Students will research multiple digital formats for skills and resources needed to become a parent and generate a 10 minute presentation of the pertinent skills for being a parent. Key words: evaluate, assess  | 3                         |
| PR.12.IC.1<br>Demonstrate ways to communicate decisions about whether or when to engage in sexual behaviors  | SL.12.4                    | M                       | Create a prevention poster or public service announcement (PSA) to communicate vital information to peers regarding the risks, impact, and prevention strategies about whether or when to engage in sexual behaviors. Key words: demonstrate, create, present, supporting evidence, distinct and clear perspectives   | 3                         |

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|---|----------------------------|-------------------------|--|---------------------------|
| PR.12.INF.1<br>Analyze influences that may have an impact on deciding whether or when to engage in sexual behaviors | RST.12.1                   | S                       | Role-play based on evidence to support the analysis of the impact on deciding whether or when to engage in sexual behaviors. Students will produce a T-Chart of the pros and cons and attending to the possible risks.<br>Key Words: evidence, analysis, impact, compare/contrast  | 3                         |
| PR.12.INF.2<br>Analyze internal and external influences on decisions about pregnancy options                        | RST.12.8                   | S                       | Students will generate questions and conduct an interview with an authorized medical professional specializing in pregnancy discussing all pregnancy options. Then students will summarize in a journal format about internal and external opinions based on the interview.<br>Key Words: delineate, evaluate, summarize, internal/external feelings, emotions | 2                         |
| PR.12.INF.3<br>Analyze factors that influence decisions about whether and when to become a parent                   | RH.12.3                    | M                       | Read teacher-selected text on teen parenting vs. planned parenting. List the pros and cons of each while critiquing their findings by class discussion. Have students research and share current events regarding teen pregnancy.  | 2                         |
| PR.12.INF.3<br>Analyze factors that influence decisions about whether and when to become a parent                   | RST12.2                    | S                       | Students will research the cost of having a child and produce a pros and cons t-chart representing when to become a parent.<br>Key Words: research, analyze factors, influence, decisions  | 3                         |
| PR.12.SM.1<br>Describe the steps to using a condom correctly  | R.I.12.2                   | S                       | Read condom information sheet and write the sequence of application.   | 1                         |
| PS.12.ADV.1<br>Advocate for safe environments that encourage dignified and respectful treatment of everyone         | SL.12.4 and W.12.4         | S                       | Prepare a presentation to participate in a classroom debate.   | 4                         |

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|--|-------------------------------|-------------------------|--|---------------------------|
| PS.12.AI.1<br>Access valid resources for help if they or someone they know are being bullied or harassed, or have been sexually abused or assaulted                            | R.SS.12.7<br>or<br>R.Inf.12.7 | S                       | Use the Internet to compile a list of community or online resources to create an informational brochure.   | 2                         |
| PS.12.AI.2<br>Demonstrate ways to access accurate information and resources for survivors of sexual abuse, incest, rape, sexual harassment, sexual assault and dating violence | R.SS.12.7<br>or<br>R.Inf.12.7 | S                       | Use the Internet to compile a list of community or online resources. Assign topics to different groups. Create an informational flyer.             | 2                         |
| PS.12.CC.1<br>Compare and contrast situations and behaviors that may constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence    | R.SS.12.3                     | M                       | Read a scenario of a date rape; compare and contrast the verbal and nonverbal cues and internal thought processes of the two individuals involved. | 4                         |
| PS.12.CC.2<br>Analyze the laws related to bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence  | R.I.12.1                      | S                       | Students will create a PowerPoint presentation analyzing each topic/law and including specified criteria for each.                                 | 4                         |
| PS.12.CC.3<br>Explain why using tricks, threats or coercion in relationships is wrong  | W.12.2                        | S                       | Students will write a persuasive paper explaining why tricks, threats or coercion in relationships is wrong.                                       | 3                         |



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|--|----------------------------|-------------------------|---|---------------------------|
| PS.12.IC.1<br>Demonstrate effective ways to communicate with trusted adults about bullying, harassment, abuse or assault   | SL.10.4                    | S                       | Practicing assertiveness, students will role-play a situation where they are telling a trusted adult their concerns for a person (or themselves) dealing with harassment, intimidation, bullying or abuse.                | 3                         |
| PS.12.IC.1<br>Demonstrate effective ways to communicate with trusted adults about bullying, harassment, abuse or assault   | W.12.4                     | S                       | Students will write a letter to a trusted adult expressing concern for a person (or themselves) dealing with harassment, intimidation, bullying or abuse.   | 3                         |
| PS.12.IC.2<br>Identify ways in which they could respond when someone else is being bullied or harassed   | SL.12.5                    | M                       | Students will either 1) Bring movie clip examples to show responses to bullying and harassment and explain the strength of these responses to their peers, or 2) create a video to show responses and inform their peers. | 4                         |
| PS.12.INF.1<br>Describe potential impacts of power differences (e.g., age, status or position) within sexual relationships   | W.12.3                     | S                       | Based on the older paternity instructional book called <u>Patman</u> , use a comic book style format to describe and illustrate a potential impact of power differences.  | 4                         |
| PS.12.INF.2<br>Analyze the external influences and societal messages that impact attitudes about bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence | R.SS.12.7                  | S                       | Create a collage that utilizes images, words and phrases (from magazines, songs, movies, commercials, etc) to identify and examine external influences.   | 4                         |
| SH.12.ADV.1<br>Advocate for sexually active youth to get STD/HIV testing and treatment   | WHST.12.4                  | M                       | Create school bulletin board to inform students about places to go get HIV/STD tested and treated. Include pamphlets/brochures from the health department on HIV and other STD's.   | 2                         |

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|--|----------------------------|-------------------------|--|---------------------------|
| SH.12.ADV.1<br>Advocate for sexually active youth to get STD/HIV testing and treatment   | W.12.4                     | S                       | Write a PSA to inform your peers to get STD/HIV testing and treatment.   | 3                         |
| SH.12.AI.1<br>Explain how to access local STD and HIV testing and treatment services     | W.12.4                     | S                       | Research, write, and publish a brochure explaining how to access local STD and HIV testing and treatment services. Refer to CDC and Washington State Health web sites.   | 2                         |
| SH.12.AI.1<br>Explain how to access local STD and HIV testing and treatment services     | SL12.2                     | S                       | Research and report local community/state resources available to support information about STD/HIV testing and treatment services. Summarize the priorities and necessity of obtaining STD/HIV testing and treatment services.<br>Key words: resources, medically accurate, summarize, priorities, necessity | 3                         |
| SH.12.AI.2<br>Access medically accurate prevention information about STDs, including HIV | RH.12.2                    | S                       | Refer students to the CDC or WA State Health website to answer questions about STD's and HIV.  | 1                         |
| SH.12.AI.2<br>Access medically accurate prevention information about STDs, including HIV | R.ST.12.9                  | M                       | Display STD information around the room in learning stations. Students work in small groups to complete a worksheet regarding STD prevention.  | 1                         |
| SH.12.CC.1<br>Describe common symptoms of and treatments for STDs, including HIV         | WHST.12.2                  | M                       | Students will participate in group projects creating informational STD posters using information accessed during content building lesson.  | 2                         |

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|---|----------------------------|-------------------------|--|---------------------------|
| SH.12.CC.1<br>Describe common symptoms of and treatments for STDs, including HIV  | RST.12.4                   | S                       | In small groups students will select either HIV/AIDS or one STD to research the following: HIV/AIDS, Herpes, Hepatitis B, Pubic Lice, Syphilis, Trichomoniasis, Genital Warts, Bacterial Vaginosis, Chlamydia and Gonorrhea and describe how HIV and other STD's are transmitted/ prevented.<br>Key Words: describe, meaning, common, symptoms, treatments | 2                         |
| SH.12.CC.2<br>Evaluate the effectiveness of abstinence, condoms and other safer sex methods in preventing the spread of STDs, including HIV | WHST.12.2                  | S                       | Watch video <i>Take Charge</i> (or similar) about managing sexual health. Create a class chart comparing/contrasting ways to reduce their risks of contracting STDs and HIV.   | 2                         |
| SH.12.CC.2<br>Evaluate the effectiveness of abstinence, condoms and other safer sex methods in preventing the spread of STDs, including HIV | R.ST.12.9                  | M                       | You are an STD expert: Develop a question and answer column evaluating the effectiveness of safer sex methods in preventing STDs following the criteria provided.  | 4                         |
| SH.12.CC.3<br>Describe the laws related to sexual health care services, including STD and HIV testing and treatment                         | SL.12.1d                   | M                       | Invite guest speaker (Planned Parenthood rep, school nurse, etc.) to inform students about laws regarding sexual health care services, STD and HIV testing and treatment. Participate in Q & A session and complete exit slips summarizing learning/ asking questions in preparation for follow-up discussion.   | 1                         |
| SH.12.CC.3<br>Describe the laws related to sexual health care services, including STD and HIV testing and treatment                         | R.I.12.1                   | S                       | Students will create a fact sheet analyzing each topic/law and including specified criteria for each.  | 4                         |

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|--|----------------------------|-------------------------|---|---------------------------|
| SH.12.DM.1<br>Apply a decision-making model to choices about safer sex practices, including abstinence and condoms | SL.12.4                    | S                       | Write and perform skits outlining various safer sex practice scenarios, including abstinence and condoms.   | 4                         |
| SH.12.GS.1<br>Develop a plan to eliminate or reduce risk for STDs, including HIV                                   | WHST.12.2                  | S                       | Create a group poster educating about consequences of contracting an STD. Include pictures and current statistics. Create abstinence flyers to post around the school. Include definition and reasons to be or remain abstinent.  | 4                         |
| SH.12.GS.1<br>Develop a plan to eliminate or reduce risk for STDs, including HIV                                   | WHST.12.7                  | M                       | Use the Internet to create a plan to reduce risk for STDs, including HIV. Include: behaviors, actions, decision making, chemicals, birth control methods, etc. Be sure to include a personal reflection piece about your beliefs and plans. Use and cite a minimum of 3 reliable resources.   | 4                         |
| SH.12.IC.1<br>Demonstrate skills to communicate with a partner about STD and HIV prevention and testing            | SL.12.1                    | S                       | Practice answering a variety of scenarios with a peer about STD's/STI's and HIV prevention treatment. Share the scenarios and suggestions with their peers.   | 3                         |
| SH.12.IC.1<br>Demonstrate skills to communicate with a partner about STD and HIV prevention and testing            | SL.12.4                    | S                       | Role-play based on evidence to support the analysis of the impact on deciding whether or when to engage in sexual behaviors and demonstrate how to communicate about HIV/STD prevention/testing with a sexual partner. Students will produce a T-Chart of the pros and cons and attending to the possible risks.<br>Key Words: evidence, analysis, impact, compare/contrast | 3                         |
| SH.12.INF.1<br>Analyze factors that may influence condom use and other safer sex decisions                         | WHST.12.4                  | S                       | Class discussion on "Why are teen pregnancies and STD's/STI's a problem. Initiate a goal setting and decision making activity. Where am I now, where do I want to be? Where do I see myself 5 and 10 years from now?  | 1                         |

| <b>National Sexuality Education Standard</b>   | <b>CCSS-ELA Connection</b> | <b>Strength (S/M/W)</b> | <b>Example Lesson Idea or Activity in Sexual Health Education Class</b>  | <b>Depth of Knowledge</b> |
|--|----------------------------|-------------------------|--|---------------------------|
| SH.12.INF.1<br>Analyze factors that may influence condom use and other safer sex decisions                         | SL.12.1                    | S                       | Utilize movie clips to illustrate factors that affect decision making.<br>1. Students will find movie clips to use as spring boards for analyzing factors.<br>2. Students will participate in discussions (SL.12.1d) regarding factors   | 4                         |
| SH.12.SM.1<br>Analyze individual responsibility about testing for and informing partners about STDs and HIV status | SL.12.1                    | M                       | STD transmission activity (lesson 2, p. 88- KNOW curriculum for high school. STD/HIV demonstration activity using vinegar and water. Follow up with a debrief discussion.  | 2                         |
| SH.12.SM.2<br>Describe the steps to using a condom correctly   | SL.12.1                    | M                       | KNOW curriculum: sequence for correct condom use activity, lesson 4, page 107. Discuss and clarify steps to review. Pass out a number of different styles of packaged condoms. Practice looking at expiration dates, and checking that the seal is not broken; which causes them to dry out. | 1                         |
| SH.12.SM.2<br>Describe the steps to using a condom correctly   | R.ST.12.3                  | M                       | Create and label the steps to condom use in the correct sequence. (Condom Line up Cards)   | 1                         |

## 6 Data Analysis Approach

The purpose of this section is to describe the data collection and analysis approach for the standards comparison work between the NSES and the WA Sexual Health Guidelines. The second workshop, involving a comparison of the NSES with the CCSS-ELA, did not involve any analytics.

### 6.1 Data Collection

Reviewers used a paper form to collect relationships, strengths, and comments. The scores were entered into an Excel spreadsheet for further analysis and graph production.

Several tests were conducted, using random validation of scores, to ensure that the data entry process was error-free.

All eight reviewers completed their comparisons for grade ranges 3-5, 6-8, and 9-12. Five of the eight completed the K-2 comparison and a sixth reviewer completed almost all of the K-2 comparison.

| ID  | K-2 | 3-5 | 6-8 | HS |
|-----|-----|-----|-----|----|
| 137 | x   | x   | x   | x  |
| 138 | x   | x   | x   | x  |
| 139 | x   | x   | x   | x  |
| 140 | x   | x   | x   | x  |
| 141 |     | x   | x   | x  |
| 142 | x   | x   | x   | x  |
| 143 |     | x   | x   | x  |
| 144 | x   | x   | x   | x  |

Most data was collected at the review session. Eleven forms were completed and submitted electronically within a week of the review.

Reviewer data record counts were completed. There were 1296 unique ratings for the NSES – WA Sexual Health Guidelines relationships, and 947 unique ratings for the NSES-HFS relationships.

25 of the 2,243 unique ratings (1.1%) were missing partial data, most typically a strength rating for the relationship. Where the strength data was missing but all other relationship data was entered, the data was recoded at the most conservative level – weak. In five instances of the 25, the HFS Grade Level Expectation was missing. These five records were removed from the analysis, although associated complete data for the NSES – WA Sexual Health Guidelines relationships were kept.

Reviewers could code each identified relationship as (s)trong, (m)edium, or (w)eak. To facilitate analysis, the data was recoded as (s)=4, (m)=2, and (w)=1.

## 6.2 Exploratory Data Analysis

First, the data was visually examined for bias. A brief analysis of the reviewer data showed consistent patterns with assignments of strong medium and weak for HFS relationships (see Figure 16 below). The lowest variability involved the assignments for strong. Medium and weak ratings had higher variability, but as shown in the figure below, all reviewers followed a fairly consistent pattern.

The general finding was that reviewers were consistent in their scoring patterns for the standards relationships. One of the eight reviewers in the first group had a markedly different scoring pattern than the others, however, analysis of the data with and without that reviewer's data showed similar outcomes. Subsequent analysis used all the data.

In contrast, there was more variability in the response pattern among the reviewers related to the WA Sexual Health Guidelines strength ratings. This can be explained by the nature of the guidelines, which are broad-based rather than specific like other standards sets, leaving the reviewer more room for interpretation in their professional judgment.

| Health & Fitness Ratings by Reviewer |    |     |     |       | Grand |
|--------------------------------------|----|-----|-----|-------|-------|
| Row Labels                           | S  | M   | W   | Trend | Total |
| 137                                  | 17 | 51  | 88  |       | 156   |
| 138                                  | 8  | 36  | 55  |       | 99    |
| 139                                  | 10 | 17  | 56  |       | 83    |
| 140                                  | 15 | 37  | 60  |       | 112   |
| 141                                  | 15 | 17  | 92  |       | 124   |
| 142                                  | 3  | 41  | 90  |       | 134   |
| 143                                  | 11 | 27  | 67  |       | 105   |
| 144                                  | 14 | 53  | 68  |       | 135   |
| Grand Total                          | 93 | 279 | 576 |       | 948   |

Figure 16. Trend lines showing counts of S, M, W ratings by reviewer for H&F standards.

| WA Guidelines Ratings by Reviewer |     |     |     |       | Grand |
|-----------------------------------|-----|-----|-----|-------|-------|
| Reviewer                          | S   | M   | W   | Trend | Total |
| 137                               | 32  | 55  | 91  |       | 178   |
| 138                               | 21  | 47  | 67  |       | 135   |
| 139                               | 74  | 31  | 42  |       | 147   |
| 140                               | 84  | 28  | 36  |       | 148   |
| 141                               | 48  | 77  | 62  |       | 187   |
| 142                               | 23  | 88  | 50  |       | 161   |
| 143                               | 81  | 45  | 41  |       | 167   |
| 144                               | 104 | 62  | 7   |       | 173   |
| Grand Total                       | 467 | 433 | 396 |       | 1296  |

Figure 17. Trend lines showing counts of S, M, W ratings by reviewer for WA Sexual Health Guidelines.

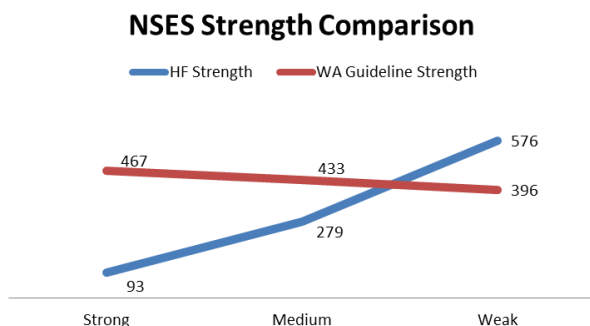


Figure 18. Comparison of the strength ratings between NSES, HFS, and the WA Sexual Health Guidelines.

The chart at the left tells a compelling story. Note that there were very few strong relationships between the NSES and HFS. In contrast, the majority of relationships between the NSES and the WA Sexual Health Guidelines were characterized as strong.

Most of the subsequent analysis involved creating frequency distributions showing simple weighted counts, so no additional exploratory data analysis was necessary.

## **Appendix A. Washington Guidelines for Sexual Health Information and Disease Prevention**

### **1. Skills & Relationships**

- 1.1. Identify resources to address individual needs, for present and future concerns and questions.
- 1.2. Enlighten young people to develop and apply health-promoting behaviors, including disease prevention and detection and accessing accurate health information that is age appropriate.
- 1.3. Address the health needs of all youth who are sexually active, including how to access health services.
- 1.4. Provide information on local resources for testing and medical care for STDs and pregnancy.

### **2. Decision Making**

- 2.1. Promote the development of intrapersonal and interpersonal skills including a sense of dignity and self-worth and the communication, decision-making, assertiveness and refusal skills necessary to reduce health risks and choose healthy behaviors.
- 2.2. Encourage young people to develop and maintain healthy, respectful and meaningful relationships and avoid exploitative or manipulative relationships.
- 2.3. Promote healthy self-esteem, positive body image, good self-care, respect for others, caring for family and friends and a responsibility to community.
- 2.4. Teach youth that learning about sexuality is a lifelong process as the needs and circumstances of an individual change.

### **3. Age, Culture & Communication**

- 3.1. Are age and culturally appropriate.
- 3.2. Encourage and improve communication, especially around growth and development, with parents/guardians and other trusted adults. (The quality of parent-child communications about sex and sexuality appears to be a strong determinant of adolescents' sexual behavior).
- 3.3. Recognize and respect people with differing personal and family values.
- 3.4. Address the impact of media and peer messages on thoughts, feelings, cultural norms and behaviors related to sexuality as well as address social pressures related to sexual behaviors.
- 3.5. Encourage community support and reinforcement of key messages by other adults and information sources.

### **4. Anatomy & Physiology**

- 4.1. Use information and materials that are medically and scientifically accurate and objective.



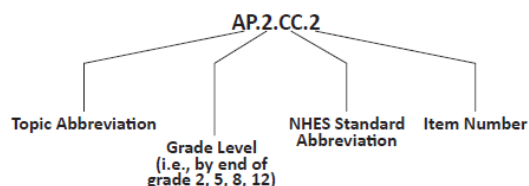
- 4.2. Provide information about sexual anatomy and physiology and the stages, patterns, and responsibilities associated with growth and development.

## **5. Prevention**

- 5.1. Stress that abstinence from sexual activity is the only certain way to avoid pregnancy and to reduce the risk of sexually transmitted diseases (STDs), including HIV.
- 5.2. Acknowledge that people may choose to abstain from sexual activity at various points in their lives.
- 5.3. Provide accurate information about STDs including how STDs are and are not transmitted and the effectiveness of all FDA approved methods of reducing the risk of contracting STDs.
- 5.4. Provide accurate information about the effectiveness and safety of all FDA-approved contraceptive methods in preventing pregnancy.

## Appendix B. National Sexuality Education Standards

### Key To Indicators



### NSES Categories

|    |                              |
|----|------------------------------|
| AP | • Anatomy & Physiology       |
| PD | • Puberty and Adolescent Dev |
| ID | • Identity                   |
| PR | • Pregnancy & Reproduction   |
| SH | • STD and HIV                |
| HR | • Healthy Relationships      |
| PS | • Personal Safety            |

| Code       | Description   |
|------------|---|
| AP.2.CC.1  | Use proper names for body parts, including male and female anatomy  |
| HR.2.CC.1  | Identify different kinds of family structures   |
| HR.2.CC.2  | Describe the characteristics of a friend  |
| HR.2.IC.1  | Demonstrate ways to show respect for different types of families  |
| HR.2.IC.2  | Identify healthy ways for friends to express feelings to each other   |
| ID.2.CC.1  | Describe differences and similarities in how boys and girls may be expected to act  |
| ID.2.INF.1 | Provide examples of how friends, family, media, society and culture influence ways in which boys and girls think they should act  |
| PR.2.CC.1  | Explain that all living things reproduce  |
| PS.2.AI.1  | Identify parents and other trusted adults they can tell if they are feeling uncomfortable about being touched   |
| PS.2.AI.2  | Identify parents and other trusted adults they can tell if they are being bullied or teased   |
| PS.2.CC.1  | Explain that all people, including children, have the right to tell others not to touch their body when they do not want to be touched  |
| PS.2.CC.2  | Explain what bullying and teasing are   |
| PS.2.CC.3  | Explain why bullying and teasing are wrong  |
| PS.2.IC.1  | Demonstrate how to respond if someone is touching them in a way that makes them feel uncomfortable  |
| PS.2.IC.2  | Demonstrate how to respond if someone is bullying or teasing them   |
| PS.2.SM.1  | Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to identify and talk with a trusted adult if someone is touching them in a way that makes them feel uncomfortable |
| AP.5.AI.1  | Identify medically accurate information about female and male reproductive anatomy  |
| AP.5.CC.1  | Describe male and female reproductive systems including body parts and their functions  |
| HR.5.AI.1  | Identify parents and other trusted adults they can talk to about relationships  |
| HR.5.CC.1  | Describe the characteristics of healthy relationships   |
| HR.5.IC.1  | Demonstrate positive ways to communicate differences of opinion while maintaining relationships   |
| HR.5.INF.1 | Compare positive and negative ways friends and peers can influence relationships  |
| HR.5.SM.1  | Demonstrate ways to treat others with dignity and respect   |
| ID.5.ADV.1 | Demonstrate ways students can work together to promote dignity and respect for all people   |

| Code       | Description   |
|------------|---|
| ID.5.AI.1  | Identify parents or other trusted adults of whom students can ask questions about sexual orientation                      |
| ID.5.CC.1  | Define sexual orientation as the romantic attraction of an individual to someone of the same gender or a different gender |
| ID.5.SM.1  | Demonstrate ways to treat others with dignity and respect   |
| PD.5.AI.1  | Identify medically accurate information and resources about puberty and personal hygiene                                  |
| PD.5.AI.2  | Identify parents or other trusted adults of whom students can ask questions about puberty and adolescent health issues    |
| PD.5.CC.1  | Explain the physical, social and emotional changes that occur during puberty and adolescence                              |
| PD.5.CC.2  | Explain how the timing of puberty and adolescent development varies considerably and can still be healthy                 |
| PD.5.CC.3  | Describe how puberty prepares human bodies for the potential to reproduce   |
| PD.5.INF.1 | Describe how friends, family, media, society and culture can influence ideas about body image                             |
| PD.5.SM.1  | Explain ways to manage the physical and emotional changes associated with puberty   |
| PR.5.CC.1  | Describe the process of human reproduction  |
| PS.5.ADV.1 | Persuade others to take action when someone else is being teased, harassed or bullied                                     |
| PS.5.AI.1  | Identify parents and other trusted adults they can tell if they are being teased, harassed or bullied                     |
| PS.5.AI.2  | Identify parents or other trusted adults they can tell if they are being sexually harassed or abused                      |
| PS.5.CC.1  | Define teasing, harassment and bullying and explain why they are wrong  |
| PS.5.CC.2  | Define sexual harassment and sexual abuse   |
| PS.5.IC.1  | Demonstrate ways to communicate about how one is being treated  |
| PS.5.IC.2  | Demonstrate refusal skills (e.g. clear “no” statement, walk away, repeat refusal)   |
| PS.5.INF.1 | Explain why people tease, harass or bully others  |
| PS.5.SM.1  | Discuss effective ways in which students could respond when they are or someone else is being teased, harassed or bullied |
| SH.5.CC.1  | Define HIV and identify some age appropriate methods of transmission, as well as ways to prevent transmission             |
| AP.8.AI.1  | Identify accurate and credible sources of information about sexual health   |
| AP.8.CC.1  | Describe male and female sexual and reproductive systems including body parts and their functions                         |
| HR.8.CC.1  | Compare and contrast the characteristics of healthy and unhealthy relationships   |
| HR.8.CC.2  | Describe the potential impacts of power differences such as age, status or position within relationships                  |
| HR.8.CC.3  | Analyze the similarities and differences between friendships and romantic relationships                                   |
| HR.8.CC.4  | Describe a range of ways people express affection within various types of relationships                                   |
| HR.8.CC.5  | Describe the advantages and disadvantages of communicating using technology and social media                              |
| HR.8.GS.1  | Develop a plan to stay safe when using social media   |
| HR.8.IC.1  | Demonstrate communication skills that foster healthy relationships  |
| HR.8.IC.2  | Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others               |

| Code       | Description   |
|------------|---|
| HR.8.IC.3  | Demonstrate effective skills to negotiate agreements about the use of technology in relationships   |
| HR.8.INF.1 | Analyze the ways in which friends, family, media, society and culture can influence relationships   |
| HR.8.INF.2 | Analyze the impact of technology and social media on friendships and relationships  |
| HR.8.SM.1  | Explain the criteria for evaluating the health of a relationship  |
| HR.8.SM.2  | Describe strategies to use social media safely, legally and respectfully  |
| ID.8.ADV.1 | Develop a plan to promote dignity and respect for all people in the school community  |
| ID.8.AI.1  | Access accurate information about gender identity, gender expression and sexual orientation   |
| ID.8.CC.1  | Differentiate between gender identity, gender expression and sexual orientation   |
| ID.8.CC.2  | Explain the range of gender roles   |
| ID.8.IC.1  | Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations                                     |
| ID.8.INF.1 | Analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity                                 |
| PD.8.AI.1  | Identify medically accurate sources of information about puberty, adolescent development and sexuality  |
| PD.8.CC.1  | Describe the physical, social, cognitive and emotional changes of adolescence   |
| PD.8.DM.1  | Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make                                       |
| PD.8.INF.1 | Analyze how friends, family, media, society and culture can influence self-concept and body image   |
| PR.8.AI.1  | Identify medically accurate resources about pregnancy prevention and reproductive health care   |
| PR.8.AI.2  | Identify medically accurate information about emergency contraception   |
| PR.8.AI.3  | Identify medically accurate sources of pregnancy-related information and support including pregnancy options, safe surrender policies and prenatal care |
| PR.8.CC.1  | Define sexual intercourse and its relationship to human reproduction  |
| PR.8.CC.2  | Define sexual abstinence as it relates to pregnancy prevention  |
| PR.8.CC.3  | Explain the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence and condoms                        |
| PR.8.CC.4  | Define emergency contraception and its use  |
| PR.8.CC.5  | Describe the signs and symptoms of a pregnancy  |
| PR.8.CC.6  | Identify prenatal practices that can contribute to a healthy pregnancy  |
| PR.8.DM.1  | Apply a decision-making model to various sexual health decisions  |
| PR.8.IC.1  | Demonstrate the use of effective communication skills to support one's decision to abstain from sexual behaviors  |
| PR.8.IC.2  | Demonstrate the use of effective communication and negotiation skills about the use of contraception including abstinence and condoms                   |
| PR.8.INF.1 | Examine how alcohol and other substances, friends, family, media, society and culture influence decisions about engaging in sexual behaviors            |
| PR.8.SM.1  | Describe the steps to using a condom correctly  |
| PS.8.ADV.1 | Advocate for safe environments that encourage dignified and respectful treatment of everyone  |
| PS.8.AI.1  | Identify sources of support such as parents or other trusted adults that they can go to if  |

| Code        | Description  |
|-------------|--|
|             | they are or someone they know is being bullied, harassed, abused or assaulted  |
| PS.8.CC.1   | Describe situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence        |
| PS.8.CC.2   | Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence and why they are wrong            |
| PS.8.CC.3   | Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched  |
| PS.8.CC.4   | Explain why a person who has been raped or sexually assaulted is not at fault  |
| PS.8.IC.1   | Demonstrate ways to communicate with trusted adults about bullying, harassment, abuse or assault   |
| PS.8.SM.1   | Describe ways to treat others with dignity and respect   |
| PS.8.SM.2   | Demonstrate ways they can respond when someone is being bullied or harassed  |
| SH.8.AI.1   | Identify medically accurate information about STDs, including HIV  |
| SH.8.AI.2   | Identify local STD and HIV testing and treatment resources   |
| SH.8.CC.1   | Define STDs, including HIV, and how they are and are not transmitted   |
| SH.8.CC.2   | Compare and contrast behaviors, including abstinence, to determine the potential risk of STD/HIV transmission from each                              |
| SH.8.CC.3   | Describe the signs, symptoms and potential impacts of STDs, including HIV  |
| SH.8.GS.1   | Develop a plan to eliminate or reduce risk for STDs, including HIV   |
| SH.8.IC.1   | Demonstrate the use of effective communication skills to reduce or eliminate risk for STDs, including HIV  |
| SH.8.INF.1  | Analyze the impact of alcohol and other drugs on safer sexual decision-making and sexual behaviors   |
| SH.8.SM.1   | Describe the steps to using a condom correctly   |
| AP.12.CC.1  | Describe the human sexual response cycle, including the role hormones play   |
| HR.12.AI.1  | Demonstrate how to access valid information and resources to help deal with relationships  |
| HR.12.CC.1  | Describe characteristics of healthy and unhealthy romantic and/or sexual relationships   |
| HR.12.CC.2  | Describe a range of ways to express affection within healthy relationships   |
| HR.12.CC.3  | Define sexual consent and explain its implications for sexual decision-making  |
| HR.12.CC.4  | Evaluate the potentially positive and negative roles of technology and social media in relationships   |
| HR.12.IC.1  | Demonstrate effective strategies to avoid or end an unhealthy relationship   |
| HR.12.IC.2  | Demonstrate effective ways to communicate personal boundaries as they relate to intimacy and sexual behavior   |
| HR.12.INF.1 | Explain how media can influence one's beliefs about what constitutes a healthy sexual relationship   |
| HR.12.INF.2 | Analyze factors, including alcohol and other substances, that can affect the ability to give or perceive the provision of consent to sexual activity |
| HR.12.SM.1  | Demonstrate respect for the boundaries of others as they relate to intimacy and sexual behavior  |
| HR.12.SM.2  | Describe strategies to use social media safely, legally and respectfully   |
| ID.12.ADV.1 | Advocate for school policies and programs that promote dignity and respect for all   |
| ID.12.CC.1  | Differentiate between biological sex, sexual orientation, and gender identity and expression   |
| ID.12.CC.2  | Distinguish between sexual orientation, sexual behavior and sexual identity  |
| ID.12.INF.1 | Analyze the influence of friends, family, media, society and culture on the expression of  |

| Code        | Description  |
|-------------|--|
|             | gender, sexual orientation and identity  |
| ID.12.SM.1  | Explain how to promote safety, respect, awareness and acceptance   |
| PD.12.CC.1  | Analyze how brain development has an impact on cognitive, social and emotional changes of adolescence and early adulthood  |
| PD.12.DM.1  | Apply a decision-making model to various situations relating to sexual health  |
| PD.12.INF.1 | Analyze how friends, family, media, society and culture can influence self-concept and body image  |
| PR.12.AI.1  | Access medically accurate information about contraceptive methods, including abstinence and condoms  |
| PR.12.AI.2  | Access medically accurate information and resources about emergency contraception  |
| PR.12.AI.3  | Access medically accurate information about pregnancy and pregnancy options  |
| PR.12.AI.4  | Access medically accurate information about prenatal care services   |
| PR.12.CC.1  | Compare and contrast the advantages and disadvantages of abstinence and other contraceptive methods, including condoms   |
| PR.12.CC.2  | Define emergency contraception and describe its mechanism of action  |
| PR.12.CC.3  | Identify the laws related to reproductive and sexual health care services (i.e., contraception, pregnancy options, safe surrender policies, prenatal care)       |
| PR.12.CC.4  | Describe the signs of pregnancy  |
| PR.12.CC.5  | Describe prenatal practices that can contribute to or threaten a healthy pregnancy   |
| PR.12.CC.6  | Compare and contrast the laws relating to pregnancy, adoption, abortion and parenting  |
| PR.12.DM.1  | Apply a decision-making model to choices about contraception, including abstinence and condoms   |
| PR.12.DM.2  | Assess the skills and resources needed to become a parent  |
| PR.12.IC.1  | Demonstrate ways to communicate decisions about whether or when to engage in sexual behaviors  |
| PR.12.INF.1 | Analyze influences that may have an impact on deciding whether or when to engage in sexual behaviors   |
| PR.12.INF.2 | Analyze internal and external influences on decisions about pregnancy options  |
| PR.12.INF.3 | Analyze factors that influence decisions about whether and when to become a parent   |
| PR.12.SM.1  | Describe the steps to using a condom correctly   |
| PS.12.ADV.1 | Advocate for safe environments that encourage dignified and respectful treatment of everyone   |
| PS.12.AI.1  | Access valid resources for help if they or someone they know are being bullied or harassed, or have been sexually abused or assaulted                            |
| PS.12.AI.2  | Demonstrate ways to access accurate information and resources for survivors of sexual abuse, incest, rape, sexual harassment, sexual assault and dating violence |
| PS.12.CC.1  | Compare and contrast situations and behaviors that may constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence    |
| PS.12.CC.2  | Analyze the laws related to bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence  |
| PS.12.CC.3  | Explain why using tricks, threats or coercion in relationships is wrong  |
| PS.12.CC.4  | Explain why a person who has been raped or sexually assaulted is not at fault  |
| PS.12.IC.1  | Demonstrate effective ways to communicate with trusted adults about bullying, harassment, abuse or assault   |
| PS.12.IC.2  | Identify ways in which they could respond when someone else is being bullied or harassed   |

| Code        | Description   |
|-------------|---|
| PS.12.INF.1 | Describe potential impacts of power differences (e.g., age, status or position) within sexual relationships   |
| PS.12.INF.2 | Analyze the external influences and societal messages that impact attitudes about bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence |
| SH.12.ADV.1 | Advocate for sexually active youth to get STD/HIV testing and treatment   |
| SH.12.AI.1  | Explain how to access local STD and HIV testing and treatment services  |
| SH.12.AI.2  | Access medically accurate prevention information about STDs, including HIV  |
| SH.12.CC.1  | Describe common symptoms of and treatments for STDs, including HIV  |
| SH.12.CC.2  | Evaluate the effectiveness of abstinence, condoms and other safer sex methods in preventing the spread of STDs, including HIV   |
| SH.12.CC.3  | Describe the laws related to sexual health care services, including STD and HIV testing and treatment   |
| SH.12.DM.1  | Apply a decision-making model to choices about safer sex practices, including abstinence and condoms  |
| SH.12.GS.1  | Develop a plan to eliminate or reduce risk for STDs, including HIV  |
| SH.12.IC.1  | Demonstrate skills to communicate with a partner about STD and HIV prevention and testing   |
| SH.12.INF.1 | Analyze factors that may influence condom use and other safer sex decisions   |
| SH.12.SM.1  | Analyze individual responsibility about testing for and informing partners about STDs and HIV status  |
| SH.12.SM.2  | Describe the steps to using a condom correctly  |

## Appendix C. Washington State K-12 Health & Fitness Learning Standards

| Grade | GLE   | Description   |
|-------|-------|---|
| K     | 2.1.1 | Understands dimensions and indicators of health (emotional, physical, intellectual, and social).  |
| K     | 2.2.1 | Understands the structure and function of body systems.   |
| K     | 2.3.1 | Recognizes how to prevent or reduce the risk of contracting a communicable disease.   |
| K     | 2.3.2 | Recognizes how to prevent or reduce the risks of non-communicable disease.  |
| K     | 2.4.1 | Recognizes abusive and risky situations and identifies safe behaviors to prevent injury to self and others at home, school, and in the community.   |
| K     | 2.4.2 | Recognizes emergency situations and demonstrates skills to respond appropriately and safely.  |
| K     | 2.4.3 | Recognizes negative and positive effects of stress and stress management techniques.  |
| K     | 3.1.1 | Understands how family factors affect health.   |
| K     | 3.2.1 | Recognizes reliable sources of health and fitness information.  |
| K     | 3.3.1 | Understands that social skills are necessary to promote health and safety.  |
| K     | 3.4.1 | Understands emotions and how they affect self and others.   |
| K     | 3.5.1 | Identifies decision-making skills.  |
| K     | 4.1.1 | Recognizes daily health and fitness habits.   |
| 1     | 2.1.1 | Understands dimensions and indicators of health.  |
| 1     | 2.2.1 | Recognizes the structure and function of body systems.  |
| 1     | 2.3.1 | Understands how to prevent or reduce the risk of contracting a communicable disease.  |
| 1     | 2.3.2 | Recognizes how to prevent or reduce the risks of non-communicable disease.  |
| 1     | 2.4.1 | Understands abusive and risky situations and illustrates safe behaviors to prevent injury to self and others at home, school, and in the community. |
| 1     | 2.4.2 | Understands emergency situations and demonstrates skills to respond appropriately and safely.   |
| 1     | 2.4.3 | Understands positive and negative effects of stress and stress management techniques.   |
| 1     | 2.4.5 | Recognizes issues and risks related to drug use and abuse.  |
| 1     | 3.1.1 | Understands how family factors affect health.   |
| 1     | 3.2.1 | Understands reliable sources of health and fitness information.   |
| 1     | 3.3.1 | Understands that social skills are necessary to promote health and safety.  |
| 1     | 3.4.1 | Understands emotions and how they affect self and others.   |
| 1     | 3.5.1 | Understands decision-making skills.   |
| 1     | 4.1.1 | Understands daily health and fitness habits.  |
| 2     | 2.1.1 | Understands dimensions and indicators of health.  |
| 2     | 2.2.1 | Recognizes structure and function of body systems.  |
| 2     | 2.3.1 | Understands how to prevent or reduce the risk of contracting a communicable disease.  |
| 2     | 2.3.2 | Understands how to prevent or reduce the risks of non-communicable disease.   |
| 2     | 2.4.1 | Understands abusive and risky situations and illustrates safe behaviors to prevent injury to self and others at home, school, and in the community. |



| Grade | GLE   | Description   |
|-------|-------|---|
| 2     | 2.4.2 | Understands emergency situations and demonstrates skills to respond appropriately and safely.   |
| 2     | 2.4.3 | Understands positive and negative effects of stress and stress management techniques.   |
| 2     | 2.4.5 | Understands issues and risks related to drug use and abuse.   |
| 2     | 3.1.1 | Understands how family factors affect health.   |
| 2     | 3.2.1 | Understands reliable sources of health and fitness information.   |
| 2     | 3.3.1 | Understands that social skills are necessary to promote health and safety.  |
| 2     | 3.4.1 | Understands emotions and how they affect self and others.   |
| 2     | 3.5.1 | Demonstrates decision-making skills.  |
| 2     | 4.1.1 | Understands daily health and fitness habits.  |
| 3     | 2.1.1 | Understands dimensions and indicators of health.  |
| 3     | 2.2.1 | Understands structure and function of body systems.   |
| 3     | 2.3.1 | Understands how to prevent or reduce the risk of contracting a communicable disease.  |
| 3     | 2.3.2 | Understands how to prevent or reduce the risks of non-communicable disease.   |
| 3     | 2.4.1 | Understands abusive and risky situations and illustrates safe behaviors to prevent injury to self and others at home, school, and in the community. |
| 3     | 2.4.2 | Understands emergency situations and demonstrates skills to respond appropriately and safely.   |
| 3     | 2.4.3 | Understands positive and negative effects of stress and stress management techniques.   |
| 3     | 2.4.5 | Understands issues and risks related to drug use and abuse.   |
| 3     | 3.1.1 | Understands how family factors affect health.   |
| 3     | 3.1.2 | Understands the effects of environmental and external factors on personal, family, and community health.  |
| 3     | 3.2.1 | Analyzes reliable sources of health and fitness information.  |
| 3     | 3.2.2 | Analyzes health and fitness messages in the media.  |
| 3     | 3.3.1 | Understands necessary social skills to promote health and safety.   |
| 3     | 3.4.1 | Understands emotions and how they affect self and others.   |
| 3     | 3.5.1 | Applies decision-making skills.   |
| 3     | 4.1.1 | Understands daily health and fitness habits.  |
| 3     | 4.2.1 | Applies goals for improving health and fitness practices.   |
| 4     | 2.1.1 | Understands dimensions and indicators of health.  |
| 4     | 2.2.1 | Understands structure and function of body systems.   |
| 4     | 2.2.2 | Understands how to maintain sexual health throughout life.  |
| 4     | 2.2.3 | Understands hereditary factors that affect growth, development, and health.   |
| 4     | 2.3.1 | Understands how to prevent or reduce the risk of contracting a communicable disease.  |
| 4     | 2.3.2 | Understands how to prevent or reduce the risks of non-communicable disease.   |
| 4     | 2.4.1 | Understands abusive and risky situations and illustrates safe behaviors to prevent injury to self and others at home, school, and in the community. |
| 4     | 2.4.2 | Understands emergency situations and demonstrates skills to respond appropriately and safely.   |
| 4     | 2.4.3 | Understands positive and negative effects of stress and stress management techniques.   |
| 4     | 2.4.5 | Understands issues and risks related to drug use and abuse.   |

| Grade | GLE   | Description   |
|-------|-------|---|
| 4     | 3.1.1 | Understands how family and cultural factors affect health.  |
| 4     | 3.1.2 | Understands how environmental factors affect health.  |
| 4     | 3.2.1 | Analyzes reliable sources of health and fitness information.  |
| 4     | 3.2.2 | Analyzes health and fitness messages in the media.  |
| 4     | 3.3.1 | Understands necessary social skills to promote health and safety.   |
| 4     | 3.4.1 | Applies a variety of emotional-response strategies.   |
| 4     | 3.5.1 | Applies decision-making skills.   |
| 4     | 4.1.1 | Applies daily health and fitness habits.  |
| 4     | 4.2.1 | Applies goals for improving health and fitness practices.   |
| 5     | 2.1.1 | Understands dimensions and indicators of health.  |
| 5     | 2.2.1 | Understands structure and function of body systems.   |
| 5     | 2.2.2 | Understands changes occurring during puberty.   |
| 5     | 2.2.3 | Understands hereditary factors that affect growth, development, and health.   |
| 5     | 2.3.1 | Understands how to prevent or reduce the risk of contracting a communicable disease.  |
| 5     | 2.3.2 | Understands how to prevent or reduce the risks of non-communicable disease.   |
| 5     | 2.4.1 | Understands abusive and risky situations and illustrates safe behaviors to prevent injury to self and others at home, school, and in the community. |
| 5     | 2.4.2 | Understands emergency situations and demonstrates skills to respond appropriately and safely.   |
| 5     | 2.4.3 | Understands positive and negative effects of stress and stress management techniques.   |
| 5     | 2.4.5 | Understands issues and risks related to drug use and abuse.   |
| 5     | 3.1.1 | Understands how family and cultural factors affect health.  |
| 5     | 3.1.2 | Understands how environmental factors affect health.  |
| 5     | 3.2.1 | Analyzes reliable sources of health and fitness information.  |
| 5     | 3.2.2 | Analyzes health and fitness messages in the media.  |
| 5     | 3.3.1 | Applies necessary social skills to promote health and safety.   |
| 5     | 3.4.1 | Applies a variety of emotional-response strategies.   |
| 5     | 3.5.1 | Applies decision-making skills.   |
| 5     | 4.1.1 | Applies daily health and fitness habits.  |
| 5     | 4.2.1 | Creates goals for improving health and fitness practices.   |
| 6     | 2.1.1 | Recalls the dimensions of health and relates to personal health behaviors.  |
| 6     | 2.2.1 | Understands structure and function of body systems.   |
| 6     | 2.2.2 | Understands how to maintain sexual health throughout life.  |
| 6     | 2.2.3 | Understands hereditary factors that affect growth, development, and health.   |
| 6     | 2.2.4 | Understands benefits of maintaining a balance of healthy habits.  |
| 6     | 2.3.1 | Understands factors and prevention related to communicable diseases.  |
| 6     | 2.3.2 | Understands skills that prevent and control non-communicable diseases.  |
| 6     | 2.4.1 | Understands abusive and risky situations.   |
| 6     | 2.4.2 | Understands emergency situations and demonstrates skills to respond appropriately and safely.   |
| 6     | 2.4.3 | Understands stress and stress-management techniques.  |

| Grade | GLE   | Description  |
|-------|-------|--|
| 6     | 2.4.5 | Understands issues and risks related to drug use and abuse.  |
| 6     | 3.1.1 | Understands how family and cultural factors affect health.   |
| 6     | 3.1.2 | Understands how environmental factors affect health.   |
| 6     | 3.2.1 | Analyzes health and fitness product information.   |
| 6     | 3.2.2 | Analyzes health and fitness messages in the media.   |
| 6     | 3.3.1 | Solves conflicts while maintaining safe and respectful relationships.  |
| 6     | 4.1.1 | Applies daily health and fitness habits.   |
| 6     | 4.2.1 | Creates goals for improving health and fitness practices.  |
| 7     | 2.1.1 | Understands the dimensions of health and relates to personal health behaviors.   |
| 7     | 2.2.1 | Understands structure and function of body systems.  |
| 7     | 2.2.2 | Understands how to maintain sexual health throughout life.   |
| 7     | 2.2.3 | Understands hereditary factors that affect growth, development, and health.  |
| 7     | 2.2.4 | Understands benefits of maintaining a balance of healthy habits (stress, sleep, exercise, nutrition, recreation, and school).                        |
| 7     | 2.3.1 | Understands factors and prevention related to communicable diseases.   |
| 7     | 2.3.2 | Understands skills that prevent and control non-communicable diseases.   |
| 7     | 2.4.1 | Understands abusive and risky situations and demonstrates safe behaviors to prevent injury to self and others at home, school, and in the community. |
| 7     | 2.4.2 | Applies first-aid skills, ways to prevent injuries, and skills to respond appropriately and safely.  |
| 7     | 2.4.3 | Understands effects of stress and stress-management techniques.  |
| 7     | 2.4.5 | Understands issues and risks related to drug use and abuse.  |
| 7     | 3.1.1 | Understands how family and cultural factors affect health.   |
| 7     | 3.1.2 | Understands how environmental factors affect health.   |
| 7     | 3.2.1 | Analyzes health and fitness product information.   |
| 7     | 3.2.2 | Analyzes health and fitness messages in the media.   |
| 7     | 3.3.1 | Solves conflicts while maintaining safe and respectful relationships.  |
| 7     | 4.1.1 | Analyzes daily health and fitness habits.  |
| 7     | 4.2.1 | Creates personal health and fitness data and sets goals.   |
| 8     | 2.1.1 | Analyzes the dimensions of health and relates to personal health behaviors.  |
| 8     | 2.2.1 | Understands structure and function of body systems.  |
| 8     | 2.2.2 | Understands how to maintain sexual health throughout life.   |
| 8     | 2.2.3 | Evaluates hereditary factors that affect growth, development, and health.  |
| 8     | 2.2.4 | Analyzes benefits of maintaining a balance of healthy habits (stress, sleep, exercise, nutrition, recreation, and school).                           |
| 8     | 2.3.1 | Understands factors and prevention related to communicable diseases.   |
| 8     | 2.3.2 | Develops skills that prevent and control non-communicable diseases.  |
| 8     | 2.4.1 | Understands abusive and risky situations and demonstrates safe behaviors to prevent injury to self and others at home, school, and in the community. |
| 8     | 2.4.2 | Applies first-aid skills, ways to prevent injuries, and skills to respond appropriately and safely.  |
| 8     | 2.4.3 | Understands positive and negative effects of stress and stress-management techniques.  |

| Grade | GLE   | Description  |
|-------|-------|--|
| 8     | 2.4.5 | Understands issues and risks related to drug use and abuse.  |
| 8     | 3.1.1 | Analyzes how family and cultural factors affect health.  |
| 8     | 3.1.2 | Analyzes how environmental factors affect health.  |
| 8     | 3.2.1 | Analyzes health and fitness product information.   |
| 8     | 3.2.2 | Creates health and fitness messages in media.  |
| 8     | 3.3.1 | Solves conflicts while maintaining safe and respectful relationships.  |
| 8     | 4.1.1 | Analyzes daily health and fitness habits.  |
| 8     | 4.2.1 | Creates personal health and fitness data and sets goals.   |
| 9     | 2.1.1 | Evaluates dimensions of health and relates to personal health behaviors.   |
| 9     | 2.2.1 | Analyzes the physiological and psychological changes throughout the lifetime.  |
| 9     | 2.2.2 | Understands how to maintain sexual health throughout life.   |
| 9     | 2.2.3 | Evaluates hereditary factors affecting growth, development, and health.  |
| 9     | 2.3.1 | Analyzes personal health practices, and how they affect communicable diseases.   |
| 9     | 2.3.2 | Analyzes personal health practices, and how they affect non-communicable diseases.                                     |
| 9     | 2.4.1 | Understands types of abuse and risky situations and how to respond appropriately and safely.                           |
| 9     | 2.4.2 | Evaluates emergency situations, ways to prevent injuries, and demonstrates skills to respond appropriately and safely. |
| 9     | 2.4.3 | Analyzes stress and how it relates to personal stress-management strategies.   |
| 9     | 2.4.4 | Creates personal stress-management strategies.   |
| 9     | 2.4.5 | Analyzes the stages of addiction and dependency and the impact on the individual, family, and society.                 |
| 9     | 2.4.6 | Understands legal implications of drug, alcohol, and tobacco use.  |
| 9     | 2.4.7 | Analyzes various treatment options and recovery processes.   |
| 9     | 3.1.1 | Analyzes how family and cultural diversity enriches and affects personal health behaviors.                             |
| 9     | 3.1.2 | Analyzes how environmental factors affect health.  |
| 9     | 3.1.3 | Evaluates environmental risks associated with certain occupational, residential, and recreational choices.             |
| 9     | 3.2.1 | Evaluates health and fitness information, products, and services.  |
| 9     | 3.2.2 | Creates health and fitness messages in media.  |
| 9     | 3.3.1 | Analyzes conflict situations.  |

## Appendix D. Selected Common Core ELA Standards

| Common Core ELA Standards |   |
|---------------------------|---|
| L                         | • Language                                      |
| RI                        | • Reading Informational Texts                   |
| RST                       | • Reading Science & Technical Subjects          |
| SL                        | • Speaking and Listening                        |
| W                         | • Writing                                       |
| WHST                      | • Writing History, Science & Technical Subjects |

| 8 <sup>th</sup> Grade Common Core State Standards for English Language Arts |  |
|---|--|
| Code  | Standard   |
| L.8.6   | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.                         |
| RI.8.3  | Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).   |
| RI.8.10   | By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.   |
| RST.8.2   | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.   |
| RST.8.3   | Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.  |
| RST.8.4   | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.                                     |
| RST.8.8   | Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.  |
| RST.8.9   | Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.  |
| SL.8.1  | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.          |
| SL.8.4  | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. |
| SL.8.5  | Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.  |
| W.8.3   | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.   |
| WHST.8.1  | Write arguments focused on discipline-specific content.  |

| <b>8<sup>th</sup> Grade Common Core State Standards for English Language Arts</b> |   |
|---|---|
| <b>Code</b>   | <b>Standard</b>   |
| WHST.8.2  | Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.  |
| WHST.8.4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| WHST.8.6  | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.   |
| WHST.8.8  | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| WHST.8.9  | Draw evidence from informational texts to support analysis reflection, and research.  |

| <b>12<sup>th</sup> Grade Common Core State Standards for English Language Arts</b> |  |
|--|--|
| <b>Code</b>  | <b>Standard</b>  |
| RH.12.1  | Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.  |
| RH.12.2  | Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.   |
| RH.12.3  | Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.   |
| RI.12.1  | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.                               |
| RI.12.2  | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |
| RI.12.7  | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.                                 |
| RST.12.1   | Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.   |
| RST.12.2   | Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.  |
| RST.12.3   | Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.                                      |
| RST.12.4   | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.                                     |

| <b>12<sup>th</sup> Grade Common Core State Standards for English Language Arts</b> |   |
|--|---|
| <b>Code</b>  | <b>Standard</b>   |
| RST.12.7   | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.   |
| RST.12.8   | Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.   |
| RST.12.9   | Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.   |
| SL.12.1  | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.   |
| SL.12.2  | Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.   |
| SL.12.3  | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.   |
| SL.12.4  | Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. |
| SL.12.5  | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.   |
| W.12.1   | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  |
| W.12.2   | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.   |
| W.12.3   | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.   |
| W.12.4   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  |
| WHST.12.1  | Write arguments focused on discipline-specific content.   |
| WHST.12.2  | Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.  |
| WHST.12.4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| WHST.12.6  | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.  |
| WHST.12.7  | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when   |

| <b>12<sup>th</sup> Grade Common Core State Standards for English Language Arts</b> |   |
|--|---|
| <b>Code</b>  | <b>Standard</b>   |
|  | appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  |
| WHST.12.8  | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| WHST.12.9  | Draw evidence from informational texts to support analysis, reflection, and research.   |



## Appendix E. Acknowledgements

We are indebted to the volunteers who thoughtfully assisted in conducting the 2012/13 sexual health education curriculum review. The panel members endeavored to apply the scoring criteria objectively and with a commitment to providing a quality resource to school districts looking for guidance. They devoted many hours out of their busy schedules to do this work. We are grateful for their efforts.

### WA Sexual Health Guidelines – NSES – HFS Review Panel

| Name                     | Organization                                | Position                                 |
|--------------------------|---|--|
| Caitlin Safford          | Washington Department of Health             | PREP Coordinator                         |
| Carole Miller            | Planned Parenthood of the Greater Northwest | Chief Learning Officer                   |
| Chris Knutson            | Washington Department of Health             | Nurse Consultant                         |
| Deborah Severtson-Coffin | Contractor                                  | Sexual Health Trainer/Contractor         |
| LaJuana Johnson          | Cardea                                      | Training & Capacity Building Director    |
| Laurie Dils              | OSPI  | PREP Coordinator                         |
| Suzanne Hidde            | OSPI  | HIV and Sexual Health Program Supervisor |
| Tim McLeod               | Planned Parenthood of the Greater Northwest | Community Health Educator                |

### NSES – CCSS-ELA Review Panel

| Name                 | Organization            | Position   |
|----------------------|-------------------------|--|
| Janis Pumphrey       | Hoquiam School District | Teacher (Health)   |
| Jennifer Ward        | Finley School District  | Teacher (FACS)   |
| Laurie Dils          | OSPI                    | Person Responsibility Education Program (PREP) Coordinator |
| Liisa Moilanen-Potts | OSPI                    | English/Language Arts Director                             |
| Lisa Wedekind-Rakoz  | OSPI                    | Health and Fitness Program Supervisor                      |
| Luisa Sanchez-Nilsen | OSPI                    | Elementary Reading Specialist                              |
| Mary Cushman         | Renton School District  | Teacher (ELL)  |
| Meri Benedict        | Auburn School District  | Teacher (Health)   |
| Shannon Cotton       | Camas School District   | Teacher (Health)   |
| Suzanne Hidde        | OSPI                    | HIV and Sexual Health Program Supervisor                   |

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